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ABSTRACT

Four studies concerning the impact on students and faculty of individualized baccalaureate programs at the General College of the University of Minnesota were conducted. These studies concerned faculty perceptions of the individualized degree program; consequences of the program on faculty advising, activities, and academic load; reactions of graduates of the program; and a credit and grade point analysis of transcripts of graduates. The faculty attitude and opinion survey assessed the quality of programs and of student performance, professional development and satisfaction, and institutional, curricular, and program development and change. While expressing confidence in the quality of student-planned programs, faculty felt less confidence in students' abilities in writing, communicating orally, and applying classroom experience to real-world problems. Results indicate that the proportion of faculty advising time required for individualized baccalaureate degree programs was double that for conventional lower-division programs. Characteristics of the 80 graduates of the program, whose average age was 33, are identified along with their goals in electing individualized study, their assessment of the program in general and how it is valued in the world of work, factors that led to employment, and the effect of the degree on admission to graduate school. Slightly more than a fourth of the graduates ahd been granted vocational-technical credit, a fifth received experiential credit, and five percent received credit by examination. Grade and numeric point averages of students exceeded the standards set by the General College faculty for admission to, and graduation from, baccalaureate programs. Survey instruments and statistical tables are appended. (SW)

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GENERAL COLLEGE MONOGRAPHS

THE GENERAL COLLEGE
INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS:

THE FIRST DECADE OF EXPERIENCE

Written and edited

by

Evelyn Unes Hansen

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The General College
University of Minneosta
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This edition of General College Monographs introduces a new publication inaugurated to provide a means for the timely and expedient dissemination of ideas and information to the academic community. Each issue of the forthcoming series of Monographs will be devoted to the comprehensive treatment of a selected subject in higher education.

As general education adapts to the changing needs of its clientele, our faculty require publication formats such as Monographs as a means for reporting the outcomes of their ongoing concern for and dedication to research. For these, and other reasons, Monographs seems to us to be important to faculty and others who are involved in the unique and expanding role that general education continues to play in the range of higher education opportunities available to students.

Cordially,

Thomas C. Buckley

Thomas C. Buckley, Associate Dean

Jeanne T. Lupton

Jeanne T. Lupton, Dean

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Funding for carrying out the research in 1977-1978, and for writing this report in 1978-1979, was provided by the then Acting Dean, David L. Giese, who also assigned Paul Feltovich to serve as Research Designer for the project. Dr. Feltovich's careful, intelligent preparation of this study was superb. When he left the University in 1978 to take a position elsewhere, Thomas Brothen became Research Consultant. He provided me with computer printouts of the data and patiently taught me how to read and interpret the findings.

Graduates of the program and faculty colleagues graciously agreed to participate in the study, and showed thoughtful care in their completion of questionnaires and other survey instruments.

Sandy Allen Sawicki, Terri Lawson, Karen Christensen, and Barbara Peterson, four accomplished typists, spent many hours preparing readable and attractive copy for the report.

Dean Jeanne T. Lupton provided funds and enthusiastic support for the publication of these findings in monograph form. Associate Dean Thomas Buckley made available the know-how for compiling a monograph when he assigned Bruce Hixson to work with me as Editorial Assistant. Mr. Hixson attended to the innumerable fine details involving textual, financial, technical, and artistic matters.

In consultation with Mr. Hixson, J. Margaret MacInnes created the design for the handsome cover which graces this text.

Throughout the three years this research study has been in preparation, Norman W. Moen has been mentor and friend, steadfast in his support of this work, and unswerving in his determination to enable its publication.

Evelyn Unes Hansen

FOREWORD

Malcolm Shaw MacLean, first administrative officer of the General College, once wrote:

> In many ways, American colleges and universities have been like old-fashioned factories. Into their side door from an admissions loading platform they drew in quantities of human raw material. This they subjected to higher education processing. The work completed, at commencement time they wrapped up the persistent ones in robes, crowned them with mortar boards, labeled them with a written guarantee on real or imitation sheepskin, and shoved them across the counter. They always hoped the entire lot would be sold in the job market and that each would function . . . [Now] colleges and universities are increasingly under attack. Boards of trustees, legislators, taxpayers, philanthropists, investigating committees, interested laymen, and alumni themselves are asking more quesitons every year. Is college worthwhile? . . . Society, under pressure of war, poverty, and the struggle toward social security, will not let education, one of its most valued and costly agencies, rest smugly or go unquestioned. And, in preparing their brief in answer, the college will be forced increasingly to . . . studies . . . into every aspect of the individual and collective lives of their alumni.
>
> \- In C. Robert Pace, _They Went to College_, ix-xi _passim_

The General College has engaged regularly in such studies almost from the year of its founding to the present. At the outset, grants from the General Education Board of the Rockefeller Foundation financed the research which produced the classic adolescent, adult, and curriculum studies reported in Cornelia T. Williams, _These We Teach_ (1943); C. Robert Pace, _They Went to College_ (1941); and Ivol Spafford _et al_., _Building a Curriculum for General Education_ (1943). These, together with Ruth E. Eckert, _Outcomes of General Education: An Appraisal of the General College Program_ (1943), have become classics of research and evaluation in higher education.

In its continuing effort to maintain a curriculum relevant to student needs, the College in 1958 identified a random sample of 300 freshmen for long-term study. Interviewed at the beginning of their General College residence, members of the sample were queried at regular intervals through subsequent years. The study, which was directed by G. Gordon Kingsley, is described by Frank T. Benson in "The General College Follow-Up Study," *General Education Sounding Board*, 3:2 (1966); and by William A. Stockdale in "The General College Five-Ten Year Study," *General College Studies*, 5:2 (1969). A related investigation of one element in the College population is reported by F. Faith Finnberg in the internal publication, *Those Who Transfer* (1960).

Now, this initial issue of *General College Monographs* is devoted to another of these on-going investigations. In the pages which follow, Evelyn Unes Hansen presents outcomes of a comprehensive study of the General College individualized baccalaureate degree program. The program began in the spring, 1971, quarter with 23 students. In the ten years since, we have admitted 1,591 students and we have granted 769 baccalaureate degrees. The study itself was conducted during the 1977-1978 academic year, seven years after the General College individualized baccalaureate degree program began. What is reported here represents the first decade of our experience with student-designed baccalaureate study.

This research comprises four investigations: the first, a survey of faculty perceptions about the program; the second, a "real-time" advising inventory; the third, a study of graduates from General College individualized baccalaureate degree programs; and the fourth, an analysis of students' transcripts and progress toward degree.

Results reported here provide information about attitudes of the General College faculty toward the baccalaureate venture and their perceptions of the changes it has effected in their workload, responsibilities, and rewards. They provide a view of how such a venture effects change throughout the institution. They give a profile of our four-year non-traditional degree candidates, knowledge of the objectives these students seek and the degree to which they believe their goals are reached. They give information about the kinds and amounts of credit students are granted toward non-traditional degrees, the patterns and timing of specialized study, grades earned and progress twoard degrees. They show patterns of employment for baccalaureate students before and after they graduate, and tell us what success they have in applying for admission to post-baccalaureate study in graduate and professional schools. They conclude by providing a view of the graduates' evaluations of their own programs.

Combined, these findings document the General College experience of its first decade of providing individualized baccalaureate study. The data inform us about strengths of the program and about areas that need to be strengthened. They serve to illuminate our direction in the decade ahead. We hope they will aid other institutions interested in giving students opportunities to follow individualized baccalaureate degree programs.

Norman W. Moen

CHAPTER 1

INTRODUCTION

The General College individualized baccalaureate degree program was born during a period of turmoil in society and in American higher education. Students were protesting the Vietnam war, rebelling against educational strictures, and demanding "relevance" of their studies. New populations were pressing for acceptance by universities; and others, for whom access had been open, but limited, sought ways to bring down "traditional norms" that served as barriers to their attainment of undergraduate and graduate education and of credentials. It was a bitter and violent time. It was a time, too, of unstable enrollments and financial retrenchment.

Swept up in that vortex, the General College faculty sought an appropriate response. In common with dozens of institutions across the country in the late 1960's, the University of Minnesota reacted to agitation for civil rights, demonstrations against the Vietnamese war, and demands for social justice in America by seeking new ways to give effective attention to the educational needs of by-passed populations and non-traditional students. Agencies proliferated on our campus: Upward Bound, Youth Community, New Careers, Newgate, Experimental College, Martin Luther King Program, University Without Walls, HELP Center - and more. The General College, which at that time also administered University College, was associated with all of these ventures.

The experience helped convince the General College faculty that capable non-traditional students have a right to study beyond the two-year degree, that they know and can state what they need to learn, and that individualized programs ought to be available to them if traditional ones are inaccessible or inappropriate. In 1970, therefore, upon the recommendation of a faculty task group, and with the consent of the University Senate and the Board of Regents, the General College embarked upon a project called Extended Programs - a range of opportunities for university education beyond the sophomore year. The project encompassed occupational or paraprofessional education culminating in certificates, general education to enhance vocational-technical school training, and two new degrees: Bachelor of General Studies (B.G.S.) and Bachelor of Applied Studies (B.A.S.) Concomitantly, the faculty moved to award credit to students for post-secondary training completed at accredited institutions, and for documented career development.

The enormity of that endeavor can be fully appreciated only in its historical context. In the entire 39-year history of the General College prior to 1971, curricular offerings had been limited to study terminating in the two-year Associate in Arts degree. We had no 3-level courses in our curriculum. Many of us had only limited experience teaching at the baccalaureate level. We had neither foundation grants nor external funding to support our venture which we were initiating in a year of retrenchment and reallocation at the University. And added to all of this was the fact that non-traditional programs of study were as yet untried. We were entering uncharted territory and there was no one from whom to seek advice about the road ahead.

The years that followed were demanding but exhilarating. The individualized baccalaureate concept proved attractive to an unusually diverse and unexpectedly large population. Within a short time, our already heavy workloads were taxed further as we were called upon to provide services which had to be rendered if the project were to be sustained. Counselors and advisors found themselves spending hours and hours in one-to-one meetings with potential applicants, helping them to define needs, state goals, draw up programs of study, and make vocational plans. Faculty worked to build and strengthen the program by developing and refining upper division courses to meet the needs of the growing number of applicants who sought admission for study, nearly one-third of whom registered through Continuing Education and Extension. Others worked to identify and create opportunities for internships, field study, and practicum experience. Some involved themselves in the difficult task of setting up criteria for the evaluation of prior learning. A group reviewed, and acted upon, applications for admission. Concurrently, we struggled to discover workable procedures by which the program could be administered within the limits of our human, physical, and financial resources.

As enrollment grew, and increasing numbers of potential candidates sought information about admission to the program, pressures on the College and the faculty mounted, and we matured to a fuller realization of the formidable demands made by individualized learning. We realized that our initial expectations had fallen far short of the reality. We had not accurately fathomed the program's potential for so many and such diverse populations. We had neither anticipated nor achieved an adequate system for administering the new program. And within a short time after the program began, in addition to our full day-school offerings, we were teaching a steadily expanding curriculum in evening classes through Continuing Education and Extension (CEE) in Minneapolis, St. Paul, and Rochester, Minnesota.

From other travellers returning from the journey (Bradley)[1], we have since learned that our early experience was not unique. Indeed, it is quite typical of that of other faculties involved with contract learning. We have learned, too, how faculty concerns become interrelated with demands of individualized study programs. Bradley[2] cites four demands of programs like ours upon faculty:

1) more direct, personal, face-to-face consultation and work with students;
2) action as tutor and facilitator to help students develop intellectually;
3) service as evaluators reviewing student degree programs, portfolios for advanced standing, and candidacy for graduation; and
4) involvement in college development and decision making.

In turn, such demands give rise to faculty concerns. "Five problem areas" [of concern] of Empire State College faculty who were involved in contract learning were revealed by research conducted in 1973: "concern over workload, concern over professional development, problems with identifying and tapping learning resources, concern over mentor role in decision making, and anxiety."[3]

The process of demands exacerbating concerns became all too familiar to us. As an example, here is one of many dilemmas created for faculty by the new program. Traditionally, faculty of the General College are routinely assigned advising responsibilities in addition to their teaching loads. Full-time members, for example, advise 35-40 students per year. With the advent of baccalaureate programs, that number remained constant, even though it included baccalaureate candidates whose advising needs were of a different, more demanding, order. Moreover, the number remained constant, despite the fact that many faculty members had had assigned, in addition, students who had been admitted to the baccalaureate program but who registered through Continuing Education and Extension (CEE). At the time, faculty were paid on an overload basis by Continuing Education and Extension for teaching classes, but no provision yet existed, either for integrating baccalaureate candidates who registered there into our day school process, or for departmental cross-charging for supplementary services provided them. Yet, having been admitted as candidates to the program, those students expected to be assigned to, and served by, regular day school faculty advisors.

In addition to serving CEE students in the Twin Cities, we were also conducting classes in Rochester and attempting to serve as advisors to baccalaureate candidates there as well. The unanticipated circumstances created by the new degree programs strained our advising function and academic load. As a result, faculty, faced with these changes and with the many other complex and time-consuming matters that adhere to individualized learning programs, felt increasingly burdened.

Lindquist[4] describes difficulties faculties encounter in trying to develop non-traditional learning programs:

> Initially, the negative side of the ledger on contract learning is likely to be much longer than the positive side. First, although administrators and funding sources might like the increased enrollment possibilities, they will need to be convinced that the costs of all that personal attention will not be astronomical . . .
>
> Second, a major concern of faculty and credential authorizing agencies will be academic quality - the depth, breadth, and degree of learning. At South Carolina, the faculty became so suspicious of the University Without Walls contracts that they eliminated the program . . .
>
> A third source of resistance can stem from interunit competition . . .
>
> A fourth kind of resistance is common to all innovations: discomfort with the unknown . . .
>
> A fifth restraint is time. For persons already overworked, finding the hours necessary to develop a new program is not easy. Much time is needed to learn how to function in the mentor role, to meet all students individually, to prepare for what may appear to be thirty different courses, to write and review evaluations . . .
>
> Finally, there is the matter of rewards. Contract learning, like most teaching innovations, 'does not pay.' The faculty member is distracted from scholarly research and writing, pursuits that do pay in one way or another . . .

His description corroborates our experience. From the beginning, some of our faculty had reservations about the program, about its propriety to the mission of the College, about the disproportionate effort and support it requires, about the award of credit for prior learning, career development, and training in post-secondary institutions, and about the guidelines governing the design of programs and the admission of candidates.

By 1975, we recognized that changes were required. Our guidelines needed revision, and we needed to devise a system for managing the various aspects of the program which, in default of system, had become almost unmanageable. Committees went to work on those tasks. As a result of their efforts, the experiences of the first years were codified in a policy statement, General College Baccalaureate Program Guidelines[5], and it was adopted by the faculty in 1976. The following year, the faculty approved an experimental approach to orientation, admission, advising, graduation, and administration. Two publications were prepared to implement the policies embodied in this approach: Core Program Planning for General College Baccalaureate Degrees[6], by Norman W. Moen and Evelyn U. Hansen; and Planning a General College Baccalaureate Program: An Incremental Discussion and Study Guide[7], by Evelyn U. Hansen.

By 1977, we had revised our guidelines. We had developed standards for admission and graduation. We had improved the quality of information about the program, and we had developed more efficient ways of disseminating that information to students. We had increased our 3-level curricular offerings. With those developments in place, we were able to attend to our critical need for research. The program still had its detractors; we needed to discover whether there was support for continuing it. Faculty advisors were still overburdened; we needed evidence to support our requests for relief. Some feared we were giving away credit; we needed a factual assessment of students' records.

In the evolutionary years of the program, research, of necessity, had received a lower priority than day-to-day operation and maintenance which had consumed our energies and resources. Some research was completed during those years: A series of six short reports were prepared by staff of the General College Research Center[8], and a doctoral thesis (Matusak: 1973)[9] was produced, the primary purpose of which was "to identify traits, particularly their degrees of independence, of those students choosing alternative baccalaureate degree programs and to compare their traits with those of students choosing a traditional degree program." Except for those studies, we had little but anecdotal evidence about our baccalaureate program and the value of our degrees for employment, promotion, and admission to graduate or professional study.

Seven years after the program's inception, the then Acting Dean, David L. Giese, provided administrative support for a comprehensive study, the results of which are reported in this monograph. We devoted the 1977-1978 academic year to research and evaluation for the purpose of discovering faculty and student attitudes toward the program, the impact of individualized programs upon faculty advisors, characteristics of four-year degree candidates, and the value of our non-traditional degrees in the world of work and as an educational credent[illegible] We sought to examine issues surrounding our program, its cost and quality, its demands on time, its effects on institutional change, professional development, faculty workloads and rewards, and its appropriateness for our students.

To gather that information, Paul Feltovich designed a research plan comprised of four studies. What follows in the next four chapters are descriptions and results of each of those studies. Chapter 2 is devoted to an attitude and opinion survey of General College faculty relative to the individualized baccalaureate degree program. Chapter 3 contains a "real-time" study of faculty advising. Chapter 4 reports the results of a survey of students admitted to and graduated from the program. Chapter 5 presents the findings of our analysis of students' transcripts and information about students' progress toward degree and the kinds and amounts of credits granted by the College in the award of baccalaureate degrees.

Taken together, the studies compose a factual picture of almost ten years' experience with student-designed degree programs. The evidence we offer here of the impact of such programs upon faculty and students may prove useful to institutions contemplating similar ventures.

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CHAPTER 2

AN INTERIOR VIEW: FACULTY PERCEPTIONS OF THE INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAM OF THE GENERAL COLLEGE, UNIVERSITY OF MINNESOTA

Observers of American higher education have seen the meteoric rise of individualized degree programs during the past ten years and have traced the paths taken by many of those programs, noting especially the direction and movements of the more brilliant stars. In more recent years, as non-traditional education has come under increasingly heavy criticism, and even backlash, they have also noted the short life span enjoyed by some of those programs which foundered or were extinguished.

Individualized degree programs throughout the country have been, and continue to be, controversial. Points of contention among faculties about such programs center on basic issues of legitimacy, quality, cost, and the short-term and long-range effects of the programs on professional development and institutional change. Our program is no exception. Some among us have found in it cause for concern about these, and other, issues.

Baccalaureate Program Faculty Attitude and Opinion Survey

This is a report of the survey we made in Spring, 1978, of faculty attitude and opinion with respect to the General College individualized baccalaureate degree program. The goal of our survey was to discover the prevalence of concern among the faculty about the program and to determine if support for it exists. Our questions and the responses we received are shown (I through V) with computed means on pages 16-28.

We devised a set of questions around basic issues. In the questionnaire, we grouped the questions in categories and set them under headings covering 1) quality of programs and of student performance; 2) professional development and satisfaction; 3) institutional change and development; 4) curriculum direction, development, and reform; and 5) program development and change.

Who Took Part in the Survey?

We distributed the questionnaire to all faculty who had been assigned advising responsibilities during fall quarter, 1977 -- a total of 96 persons. Knowing that our questions touched on sensitive issues about which consensus has never been reached in all the years our program has been in effect, we tried to find a way to enable people to answer forthrightly. As a means to that end, we chose anonymity of response. We made and kept our assurance: we did not ask for the usual identifying information; we made no codes, nor any master lists. The only identifying information we sought was a generalized estimate of time in residence which we needed for making comparisons among responses to selected items by groups with varying degrees of experience with the program and its development.

54 persons responded to the questionnaire. Of those, 30 had been employed in the College for six or more years. 14 had been employed for five years or less. One respondent did not answer the question about time in residence. Conceivably, then, 39 of the 54 respondents have had experience with the program throughout its entire history, under its initial 1971 guidelines and under its revised 1976 guidelines as well.

33 of the 54 respondents had been employed in the College for nine or more years. Approximately two-thirds of the total number of respondents had known, and been affiliates of, the College before its metamorphosis from a two-year to a four-year institution. In all likelihood, many had probably participated in some way in the process of transformation. The experience of those 33 respondents dates to the period when the curriculum of the College was confined to 1-level, lower-division courses and study terminated in the Associate in Arts degree.

What Are the Faculty's Perceptions of the Program?

In our interpretation of the data, we began with the penultimate question: Do faculty perceive this program as a valid part of the mission of the College? Study of their responses (IIA, IIIA) reveals that they view the program as appropriate to our endeavor, rather than as a transitory or digressive experience (VAI, 2).

Are they cognizant of the program's potential as an agent for institutional change? Faculty are aware of the relationship that exists between the program and the curriculum (IVB). There seems to be strong agreement about how curriculum development should be guided, and also about discrepancies between the principle and what respondents see as the reality (IVA). Faculty seem generally agreed in their views of the discrepancies: in the development of curriculum, the needs of students in the program should be, but have not been, preeminent (IVAI); the direction of curriculum development and reform should be, but has not been, guided by College-level policy (IVA5). They are strongly agreed on the curricular areas most in need of further development: humanities, communication systems, and interdisciplinary studies (IVC).

Do faculty have confidence in the quality of student-planned programs? They seem to have greater confidence in the quality of students' planning of programs (IB1, 4) than in the ability of students to perform or demonstrate particular skills that are integral to the programs (IA), as for example, writing (IA1), oral communication (IA2), and the ability to apply classroom experience to real-world problems (IA4). Nor do faculty see any difference in quality in those areas between the work of students under 1971, and those under 1976, guidelines. In conceptual ability, faculty see only slight improvement in students under 1976, over those under 1971, guidelines as reflected in their work with abstract concepts (IA3), and in the planning, organizing, and carrying out of their individualized educational programs (IA3,5,6).

Does the program need refinement? Most faculty believe the application process can be simplified (VA3). Most agree on the need for clarification of criteria for judging Senior Reports (VA4). Most favor the requirement of a minimum N.P.A. for admission to the baccalaureate program of about C7; most would prefer it be computed on the student's last 45 credits prior to admission (VB). Most favor the requirement of a minimum N.P.A. for graduation from the baccalaureate program of about C7; most would prefer it be computed on the last 90 credits prior to graduation (VC).

Has the Program Affected Professional Development?

Faculty agree that the program contributes to their professional satisfaction and provides them expanded professional opportunity (IIA). Although most respondents seem to believe their long-term involvement with the program will be, at best, only somewhat beneficial (IIC), they, nonetheless, want to learn more about the program and are strongly agreed about the need for in-service training in its various aspects (IID,E). They seem to derive intrinsic rewards from their involvement (IIA,B). They are strongly agreed about the insufficiency of extrinsic rewards for their work in the program (IIB2).

Comparison of responses among groups of faculty with varying lengths of experience in the College reveals the middle group, those with 6-8 years, strongly agreed on the importance of the baccalaureate program to their professional satisfaction (IIAlb-7b, col.2). The 0-5 year group is next in order in strength of agreement (IIAlb-7b, col.1), with the group of 9 or more years' experience ranked last (IIAlb-7b, col.3).

Recognition and compensation by the College for work in the baccalaureate program seem most nearly sufficient to those faculty with 9 or more years' experience (IIB2, col. 3).

Conclusion

Finally, the ultimate question: Is there faculty support for continuing the program? Faculty seem to believe the need exists for such a program at the University of Minnesota (IB3, IIIA2). They seem to value the program as a legitimate part of our mission (IIIA), and most agree that the program has been a beneficial step for the College (IIIA6). Although most rate our upper division courses as only adequate (IVD), and upper division course offerings as unevenly sufficient (IVB), faculty -- particularly those with eight or fewer years of experience in the College -- seem interested in working toward the improvement of curricular offerings. Strongest support for the program as a means of professional satisfaction and development exists among faculty with 6-8 years of experience.

1. How long have you been an employee of the General College?

The responses were:

1 = 0 to 5 years	14
2 = 6 to 8 years	6
3 = 9 or more years	33

I. Baccalaureate Programs Students

IA. Compared to your personal standard for the minimum quality of performance which a person earning a General College baccalaureate degree should be able to demonstrate, how would you rate the typical General College baccalaureate program student on the following skills? For each skill, rate students before academic year 76-77 and students during 76-78 separately.

1 = much less than adequate
2 = less than adequate
3 = adequate
4 = better than adequate
5 = much better than adequate
*6 = no opinion

IA.	1	2	3	4	5	*6	Mean
1. Writing							
-Before 76-77	4	11	19	3	0	16	2.67
-During 76-78	3	16	18	8	0	9	2.69
2. Oral Communication							
-Before 76-77	0	4	19	12	0	18	3.23
-During 76-78	1	3	25	12	0	13	3.17
3. Working with Abstract Concepts							
-Before 76-77	3	9	20	0	0	20	2.50
*-During 76-78	1	15	19	5	0	13	2.70
4. Application of Classroom Experience to Real-World Problems							
-Before 76-77	0	4	18	14	1	16	3.30
-During 76-78	0	8	18	16	2	10	3.27
5. Ability to Plan, Organize, and Carry Out Educational Experience Independently							
-Before 76-77	4	12	12	11	0	14	2.77
*-During 76-78	5	10	12	20	0	7	3.00
6. General Ability to do Upper-Division College Work							
-Before 76-77	1	7	22	6	0	17	2.92
*-During 76-78	0	4	22	16	1	10	3.30

IB. Most of the programs designed by students in the baccalaureate programs:

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

IB.	1	2	3	4	5	6	*7	Mean
1. Represent a cohesive program of courses and experiences with a clearly discernible focus. (focus)	0	3	8	11	26	4	1	4.39
2. Represent a program of courses and experiences that is designed and planned by students in advance of their actually doing most of the work in the last 90 credits of their program. (planning)	1	5	9	15	15	4	4	4.02
3. Represent a program of courses and experiences that the student could not pursue elsewhere at the University of Minnesota. (uniqueness)	1	3	3	9	22	14	1	4.73
4. With regard to work planned in the programs, are of academic quality consistent with my personal standards for the earning of a baccalaureate degree. (quality)	1	3	10	9	25	4	1	4.27

II. Professional Satisfaction and Development

IIA. Rate the extent you believe the following activities are provided to you by the existence of the baccalaureate programs, their importance to your professional satisfaction, and the extent to which you believe that your opportunity to engage in each would be substantially diminished if the baccalaureate programs did not exist in the General College.

IIA. (continued)

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

IIA.	1	2	3	4	5	6	*7	Mean
1. Professional interaction with an academically mature and able group of students								
-existence provides	2	3	0	18	22	6	3	4.43
-important activity	1	5	1	10	16	18	3	4.75
-opportunity diminished	4	7	4	5	10	20	3	4.40
2. Development and teaching of upper-division courses or courses academically similar to upper-division courses								
-existence provides	1	3	2	10	15	17	6	4.79
-important activity	2	5	3	12	14	14	4	4.46
-opportunity diminished	5	3	2	3	12	24	4	4.76
3. Advising on substantial student research projects								
-existence provides	2	2	2	16	20	7	4	4.45
-important activity	2	6	5	7	18	3	2	4.41
-opportunity diminished	2	4	8	7	18	9	5	4.29
4. Helping students design and carry out personally tailored programs of study								
-existence provides	2	0	2	11	20	14	5	4.82
-important activity	3	3	4	15	17	10	2	4.40
-opportunity diminished	2	5	2	10	15	16	4	4.58
5. Teaching in expanded settings (eg, Rochester, prisons, CEE)								
-existence provides	4	5	5	8	12	6	13	3.93
-important activity	7	4	5	7	11	11	8	3.98
-opportunity diminished	5	6	4	12	8	6	12	3.73
6. Exploring new areas of knowledge								
-existence provides	8	6	2	14	11	9	4	3.82
-important activity	1	0	1	6	17	27	2	5.29
-opportunity diminished	14	5	8	4	10	8	5	3.31
7. Exploring new aspects of the world of work								
-existence provides	3	4	1	12	17	8	6	4.33
-important activity	4	3	3	13	14	10	4	4.28
-opportunity diminished	5	6	7	6	12	7	8	3.81

IIA. (Questions 1b-7b): For the following activities, rate the extent . . . of their importance to your professional satisfaction . . . . Mean:

	Column 1 0-5 years Faculty	Column 2 6-8 years Faculty	Column 3 9 or more years Faculty
1. Professional interaction with an academically mature and able group of students	4.9	5.7	4.6
2. Development and teaching of upper-division courses or courses academically similar to upper-division courses	4.8	5.3	4.3
3. Advisiing on substantial student research projects	4.7	5.5	4.2
4. Helping students design and carry out personally tailored programs of study	4.7	5.0	4.1
5. Teachings in expanded settings (eg, Rochester, prisons, CEE)	4.1	4.7	3.7
6. Exploring new areas of knowledge	5.3	5.8	5.2
7. Exploring new aspects of the world of work	4.6	4.5	4.0

IIB. Rate the extent to which you agree/disagree with the following statements.

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

IIB.

	1	2	3	4	5	6	*7	Mean
1. The baccalaureate programs make such a demand on my time that other aspects of my professional life have suffered	13	12	8	9	5	2	4	2.74
2. My work with the baccalaureate programs is sufficiently recognized and compensated by the College	16	10	9	3	8	1	7	2.57
3. I have difficulty helping baccalaureate programs students design their individualized programs	6	11	11	11	6	2	7	3.13
4. I have difficulty helping baccalaureate programs students refine their career and educational goals	7	12	10	11	5	4	5	3.14
5. I have difficulty helping baccalaureate programs students utilize resources in colleges outside the General College or in the community	9	14	11	8	1	1	10	2.57
6. I have difficulty working with baccalaureate programs students' emotional problems engendered by aspects of individualized education	11	14	9	4	5	1	10	2.57

IIB(2).

	Column 1 0-5 years Faculty	Column 2 6-8 years Faculty	Column 3 9 or more years Faculty
My work with the baccalaureate programs is sufficiently recognized and compensated by the College Mean:	1.5	2.0	3.1

IIC(1) Faculty members were asked to respond to a statement about the degree to which they felt that their long-term involvement with baccalaureate programs as now structured, will affect their professional development.

The responses were:

1 = highly detrimental	1
2 = somewhat detrimental	5
3 = little or no effect	15
4 = somewhat beneficial	18
5 = highly beneficial	9
*6 = no opinion	6

Mean = 3.60

IIC(2)

	Column 1 0-5 years Faculty	Column 2 6-8 years Faculty	Column 3 9 or more years Faculty
I believe that my long-term involvement with the baccalaureate program, as now structured, will have the following effect on my professional development:			
Mean:	3.61	3.80	3.58

IID. I believe that there should be substantially more in-service training for faculty members than now exists in the following aspects of the baccalaureate program.

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

IID.	1	2	3	4	5	6	*7	Mean
1. Student program requirements	1	4	2	9	23	11	4	4.64
2. Admission procedures	2	5	4	9	15	14	4	4.47
3. Graduation procedures	1	5	3	7	20	14	4	4.64
4. External (outside GC) resources available to students	1	5	3	7	22	11	5	4.57
5. Helping students design individually tailored programs	4	5	4	6	20	10	5	4.29
6. Helping students define individual career or educational goals	2	7	4	10	15	11	5	4.27

IIE. Faculty members were also asked to choose the two categories above for which there is the greatest need for more in-service training.

Categories	# of People Who Feel There is Greatest Need in this Category	# of People Who Feel There is 2nd Greatest Need
1	13	7
2	8	8
3	7	6
4	5	4
5	7	8
6	5	9

III. Institutional Change and Development

IIIA. Rate the extent to which you agree/disagree with the following statements about the baccalaureate program in the General College.

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

IIIA.	1	2	3	4	5	6	*7	Mean
1. The baccalaureate programs contributed substantially to expanding the GC outreach program (eg, new populations, new localities)	0	3	3	13	16	16	3	4.77
2. The baccalaureate programs address a need for their type of program that exists at the University of Minnesota.	0	1	2	10	16	20	5	5.06
3. The existence of the baccalaureate programs helps ensure the long-range viability of the General College.	5	2	4	7	11	18	7	4.91
4. The existence of baccalaureate programs students has raised the quality of academic inquiry in the course offerings of the College.	4	4	7	5	11	14	9	4.27
5. The existence of baccalaureate programs students has raised the quality of discussion in the course offerings of the College.	3	4	5	9	8	12	13	4.24

Mean of the means = 4.71

IV. Curriculum

IVA. Rate the following on the extent to which you believe they have shaped the development of upper division course offerings in the College and also the extent to which you believe they should.

1 = hardly at all
2 = not much
3 = somewhat
4 = considerably
5 = very greatly
*6 = no opinion

IVA.

	1	2	3	4	5	*6	Mean
1. The needs of the GC students in the baccalaureate program							
-have directed	1	7	16	18	5	5	3.40
-should direct	0	0	5	19	26	3	4.42
2. The expertise of individual faculty members							
-has directed	1	2	13	17	13	6	3.85
-should direct	0	3	11	19	15	5	3.96
3. The interests of individual faculty members							
-have directed	0	2	7	14	24	5	4.28
-should direct	0	1	20	17	11	4	3.78
4. Policy that exists at the divisional level for the direction of curriculum development and reform							
-has directed	4	9	10	15	4	10	3.14
-should direct	0	1	14	22	12	4	3.98
5. Policy that exists at the College level for the direction of curriculum development and reform							
-has directed	11	8	11	10	3	9	2.67
-should direct	1	1	12	18	16	4	3.98

IVB. Faculty members were asked to rate the sufficiency of General College upper division course offerings. They were asked to endorse 1 of 3 statements about the upper division curriculum. The responses were:

1. Generally deficient; most GC course needs cannot be met here	5
2. Spotty; some areas are sufficient, other deficient	35
3. Generally sufficient; most GC course needs can be met here	7
*4. No opinion	3

IVC. Faculty members were asked to select three categories of course offerings from a list of 12. They were to rank them 1-3 in order of their need to be expanded at the upper division level to meet the needs of baccalaureate students.

Category	Number of #1 Rankings	Number of #2 Rankings	Number of #3 Rankings
1. The individual and nature	3	6	1
2. The individual and society	4	3	2
3. Humanities	13	4	1
4. Communication systems	11	5	5
5. The individual and work	4	8	3
6. Personal life	2	2	6
7. Coordinated studies (American Indian and Afro-American)	4	4	2
8. Contemporary race relations	0	2	4
9. Developing educational plans	0	4	6
10. Environmental problems	0	0	3
11. Interdisciplinary studies (eg. the Toward a Good Life model)	8	9	8
12. Minnesota studies	0	0	0

IVD. Faculty members were asked to compare their personal standard of academic quality for upper division courses to current upper division offerings of the General College. The responses were:

1 = much less than adequate	0
2 = less than adequate	9
3 = adequate	24
4 = better than adequate	9
5 = much better than adequate	0
*6 = no opinion	10

Mean = 3.0

V. Program Development and Change

VA. To what extent do you agree/disagree with the following statements:

1 = strongly disagree
2 = disagree
3 = mildly disagree
4 = mildly agree
5 = agree
6 = strongly agree
*7 = no opinion

VA.	1	2	3	4	5	6	*7	Mean
1. As the baccalaureate programs have developed and requirements for the degrees have changed, the programs have moved away from the student population the General College has traditionally served.	1	12	6	14	8	5	8	3.67
2. As the baccalaureate programs have developed and requirements for the degrees have changed, the programs have moved away from the student population these programs should be serving.	6	14	11	7	7	4	4	3.14
3. The application process for the baccalaureate programs is more complex than it needs to be.	2	5	5	13	17	19	3	4.47

VA. (continued)	1	2	3	4	5	6	*7	Mean
4. There should be more objective criteria than now exist for use in judging the acceptability of baccalaureate programs senior reports.	1	4	9	10	10	14	6	4.38
5. The standards for acceptability for baccalaureate programs senior reports should be raised.	6	9	7	8	6	4	13	3.29

VB. Faculty members were asked if there should be any minimum NPA requirement for admission to baccalaureate programs. The responses were:

yes	37
no	8
not sure	8

Those answering yes were asked which pre-admission work the NPA should cover. The responses were:

all work before admission	5
last 60 credits prior to admission	6
last 45 credits prior to admission	16
last 30 credits prior to admission	8
last quarter prior to admission	1

Those answering yes were also asked what the minimum NPA should be. The responses were:

D4	0
C5	2
C6	15
C7	16
B8	4
B9	1
A10	0
A11	0

Mean = (C) 6.66

VC. Faculty members were asked if there should be any minimum NPA requirement for graduation from baccalaureate programs. The responses were:

yes	45
no	4
not sure	5

VC. (continued)

Those answering yes were asked which work it should cover. The responses were:

all work for student prior to graduation	6
last 90 credits prior to graduation	30
only work in the core	9

Those answering yes were also asked what the minimum NPA should be. The responses were:

D4	0
C5	4
C6	9
C7	28
B8	4
B9	1
A10	0
A11	0

Mean = (C) 6.76

CHAPTER 3

ADVISING TIME INVENTORY: CONSEQUENCES OF THE GENERAL COLLEGE INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAM ON FACULTY ADVISING, ACTIVITIES, AND ACADEMIC LOAD

Advising in individualized degree programs is not "business as usual" (Lindquist)[1]. Advising in these programs is different in kind, degree, and quantity from patterns of traditional undergraduate program advising (Berte)[2]. In individualized programs, advisors have a significant part in the student's passage through all of the stages of the learning process - analysis, application, synthesis, evaluation (Bloom)[3]. And the demands of their part make them partners of students involved in this endeavor (Berte)[4].

Faculties who may be planning individualized degree programs might avoid later difficulties (Lindquist)[5] by studying these differences between the familiar routines of traditional advising roles and the demands placed on them by new roles in nontraditional learning relationships. Failure to perceive the differences and to prepare for adjusting to, and learning, new roles may fuel other problems (Bradley)[6] and ultimately impair program quality.

This chapter is related to our failure to perceive the differences and to make adequate preparation for them (Hansen and Moen)[7] before we embarked on a program of individualized baccalaureate study in the General College.

In 1971, when the General College extended its offerings to include student-designed upper-division study, few among us had fully grasped the conceptual implications of such programs. Within a short time, however, faculty who worked with baccalaureate candidates became acutely aware of significant changes an individualized study program demands in the nature and scope of advising. Whereas full-time faculty members expected to be assigned 35-40 advisees per year, they were not prepared for the increased effort and time they had to expend when baccalaureate advisees began to be included among that number. Prior to 1971, our advisees were usually lower-division students who had unlimited choice from our curriculum in their study leading to the Associate in Arts degree. Nor were faculty prepared for the overload of advisees some had to assume when unexpectedly large numbers of students who registered through Continuing Education and Extension (CEE) sought, and were granted, admission to our baccalaureate program. No mechanism had been prepared for serving that additional population, or for making departmental cross-charges for providing such service. Faculty, strained by the pressures, appealed to the Dean for resolution of the problem. Feeling overburdened, we asked for relief.

This Study

To determine if our request for relief has a valid basis in fact, we conducted a study during Winter quarter, 1978, to discover what advisors' work in this College now entails. The purpose of our study was to identify how much "real time" faculty spend in advising, with whom, and on what kinds of activities.

The study extended over twelve weeks, the first ten of which were "teaching" weeks. The eleventh was final examination period. The twelfth was an interim between the end of examinations and the beginning of Spring quarter. Throughout the twelve weeks of the study, selected faculty members recorded each advising contact, length of time involved, topical purpose of the meeting or work session, and classification of the advisee by year, program, credits, and primary place of registration -- whether day school or Continuing Education and Extension (CEE). This is a report of the results of that study.

Procedure

We selected for inclusion all faculty who had had advising assignments during Fall quarter 1977 and who were in residence during Winter 1978, a total of 96 persons. Each of the 96 was assigned, at random, three of the twelve weeks of the quarter. Each was asked to record all advising contacts for those weeks. No faculty member was assigned to record in any two successive weeks. Approximately 25% of the full group of 96 -- 24 or 25 faculty -- was active each week.

Dr. Paul Feltovich designed the form faculty used for recording the information we sought from them about their advising time and activities (Appendix A). We distributed the form with brief instructions a few days in advance to all who were scheduled to be active in a particular week. We included two descriptive categories for identifying advisees, by student classification and place of primary registration, and six descriptive categories for indentifying purposes and topics of the advising sessions. For each advising session during the week, we asked the faculty member to classify the student on the two descriptors, and to record the time spent (in minutes) on the various topical categories.

Faculty Response

Not all of the 24 or 25 faculty selected to be active each week returned their recording sheets to us. Not all of the recording sheets returned were usable. Forms were considered unusable if nothing had been recorded for the entire week, or if faculty failed to report times spent in topical categories, and instead checked (✓) only that a category had been discussed.

Table 1 (Appendix B) shows the usable numbers of responses for each week and the total of 209 for the entire period of the study. Because numbers of responses in weeks eleven (8) and twelve (10) are so small, results from those weeks should be treated with special caution throughout the report.

Adjustment Procedure

Figures given in this report are adjusted figures. Adjusted figures represent an estimate for the full faculty based on the sample of returned forms, and were arrived at by scaling up figures from the usable responses by 96/U, where U = usable faculty responses for the week. As an example, during week 1, the total advising load tabulated from 20 usable responses was 117.2 hours. The adjusted time, or estimate for the full faculty, is therefore (117.2 x 96/20) or 562.6 hours.

Caveats

No distinctions among classifications or ranks of faculty members are made in the reporting of these results. In particular, figures for HELP Center and Student Personnel counselors are lumped with those for teaching faculty. Because, in keeping with our promise of anonymity to the faculty, we did not distinguish teachers from counselors, our results may show advising figures that can be somewhat misleading. Applied to the teaching faculty, the figures may be overestimates. Applied to those faculty for whom advising/counseling is assumed a more major part of their job, the figures may be underestimates. Information by classification and rank is available and can be retrieved, but such analysis would require prior approval of the faculty.

Results

What is the advising-counseling load of General College faculty and how does it vary throughout the quarter? Faculty spent a total of 5374.5 hours in advising during Winter quarter 1978, an average of 55.9 hours for each faculty member invested in 147.2 visits. The advising load varies considerably throughout the quarter, reaching its peak during weeks of registration, as may be seen in figures for weeks 1, 8, 9, and 10 in Table 2 (Appendix B).

How were advising hours distributed among various groups of advisees? Table 3 (Appendix B) shows advising time spent with advisees whose primary place of registration is General College day school, those from Continuing Education and Extension, and others from neither GC Day nor CEE. This "other" category represents a variety of groups including students from high schools, from other colleges or post-secondary institutions, and persons not currently in any college who come to our faculty for advice or consultation about our programs and their individual needs. These conclusions follow from the data shown in Table 3:

1. 76.2% of advising time in an average 9.1 visits per week is spent advising GC day school students.
2. The remaining 23.8% of advising time is taken by students outside the GC day school.
    a. Of this, 10.3% in an average of 1 visit per week is spent advising students from Continuing Education and Extension.
    b. 13.5% of faculty advising time is taken by others who are neither GC day school nor CEE students.

Advising by General College faculty extends beyond the number of formally assigned advisees for whom they are given responsibility. To think solely in terms of those day school registrants as constituting the faculty's full advising load is to overlook the fact that other students account for 23.8% -- a large proportion -- of total advising time.

What proportion of advising time is given to baccalaureate program students relative to that given other groups of our student population? Table 4 (Appendix B) shows advising time given the full population of students, regardless of primary place of registration. Groups of advisees are identified on this set of descriptors of academic progress:

- FrSo (Freshman-Sophomore, not in baccalaureate program)
- +90 credits (but not in baccalaureate program)
- BP (student has been admitted to baccalaureate program)
- Other (student not describable by above categories)

We intended the "Other" category as a means of identifying advisees who had not yet established any college record. It might include students from high schools, vocational-technical and other post-secondary institutes, nursing programs and allied health professions, and those who might be seeking college entrance. From data given in Table 4 for the full population of students, advising was distributed among groups at various stages of academic progress as follows:

1. 63.77%, a total of 3219.2 hours, to Freshman and Sophomores
2. 13.3%, a total of 748.3 hours, to students above 90 credits
3. 12.1%, a total of 794.7 hours, to students who have been admitted to the baccalaureate program
4. 10.9%, a total of 584.1 hours, to others

Because our day shcool records are more complete than those we have for the full population of students, and thus allow for more discrete classification of students by academic progress, we may derive more accurate proportional estimates of advising time by using that information. At the time of this study, actual day school enrollment figures for the quarter were not yet available. As an alternative, we used the official registration lists for Winter 1978 which gave, by categories shown below, these figures for students who had been admitted to General College, had no "holds" on their records, and were considered eligible to enroll:

AA Students	2364	80.0%
Adult Special students	150	5.1%
Baccalaureate Program students	220	7.5%
Not designated	221	7.5%

Analysis of the registration lists reveals that students admitted to baccalaureate programs comprise 7.5% of the day school population. As may be seen in Table 5 (Appendix B), that 7.5% of the population received 12.9% of the total advising time given during the quarter.

To make a more precise estimate of the proportion of advising time given to the total group of baccalaureate program students relative to their percentage of the full population, we based our calculation on figures shown above from registration lists and on "enrollment" numbers provided us by CEE. Of 1267 CEE "enrollments" for General College courses in Winter 1978, 112 represented students admitted to baccalaureate programs. For the full student body, these are the figures we arrived at:

	BP	%age of Total	non-BP	%age of Total
Day school eligible	220		2735	
CEE enrolled	112		1155	
Total	332	7.9%	3890	92.1%

Table 6 (Appendix B) shows the 7.9% of the full student body comprised of baccalaureate students received 16.6% of total advising time given.

How much advising time is taken by baccalaureate program activities? We defined baccalaureate program activity as time taken by baccalaureate students plus time taken by other students for matters directly related to baccalaureate programs. Such matters may include explanation of program requirements, help in program planning, preparation of application for admission, organization and development of the Senior Report, and assorted personal problems. We provided six topical categories on the recording form for faculty's use in classifying their baccalaureate program activities.

Given data for the full population of students, as compiled in Table 7 (Appendix B), we learn that 27.4% of advising time was spent on baccalaureate program activities. Given data for the day school population only, as compiled in Table 8 (Appendix B), we learn that 22.4% of advising time was spent on baccalaureate program activities.

When all reported advising-counseling contracts attributed to baccalaureate program students are compiled by students' primary place of registration, what percentage of baccalaureate program advising is shown for students in Continuing Education and Extension (CEE)? Given the data shown in Table 9 (Appendix B), we learn that CEE students received 34.8% of the total baccalaureate student advising during Winter quarter 1978. Using day school registration lists and CEE enrollment figures once again, we may calculate the percentage of CEE baccalaureate students from among the total number of that group as follows:

	BP	%age of Total
Day school eligible	220	66.3%
CEE enrolled	112	33.7%
Total	332	100 %

The 34.8% of total advising time given to baccalaureate students registered through CEE approximates their proportion of the total group as shown by the percentages in the preceding calculations.

Summary

General College faculty members spent an average of 55.9 hours each in advising work during Winter 1978. Slightly more than 3/4 of the time (76.2%) was given to General College day school students, while slightly less than 1/4 of the time (23.8%) was given to non-day school students.

Freshmen and sophomores (AA students) comprised 80% of the total day school population and received 72.4% of advising time; baccalaureate program students comprised 7.5% and received 12.9%; adult specials and others comprised about 12.5% and received 14.7%. Of the full student body (day school, CEE, and others*) baccalaureate program students comprised 7.9% of the total population and received 16.6% of advising time.

In advising students from the day school population, faculty spent 22.4% of their time on baccalaureate program activities and 77.6% on other matters; in advising students from the full student body, they spent 27.4% on baccalaureate program activities and 72.6% on other matters.

Of 332 total baccalaureate program students, 66.3% (220) were day school registrants, while 33.7% (112) enrolled through CEE in Winter 1978. Of all advising time spent on baccalaureate program activity, 34.8% was devoted to the 33.7% of the group who enrolled through CEE. 63.6% of the time was devoted to the 66.3% of day school registrants.

Conclusion

Individualized baccalaureate degree programs require more faculty advising time than that expended in advising about conventional lower-division programs. In General College, the proportion is double. More than a third of all time spent by General College faculty in advising about baccalaureate programs is given to students registered in evening programs through the Continuing Education and Extension Division, and is, therefore, over and above the regular assigned day school advising load.

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*Others may include students from Rochester CEE and also some who may be enrolled in other colleges of the University. 1.8% of the advising time was given to such student.

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GENERAL COLLEGE
FACULTY INDIVIDUAL STUDENT ADVISING AND COUNSELING STUDY

Week ____________
Sheet # ____________ of ____

	INITIAL VISIT																						REPEAT VISIT(S) Mark student's # at column head										TOTALS (Research only)
Type of Student* *For descriptors below, make appropriate check under each student at right. Student#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22											
Freshmen (not in BP)																																	
Sophomore (not in BP)																																	
Above 90 cr. but not admitted to BP																																	
Student who has been admitted to BP																																	
Student not describable by above categories																																	
Student Place of Primary Registration * *For descriptors below, make appropriate CHECK under student #.																																	
GC day school																																	
CEE																																	
Not GC day nor CEE (including non-students)																																	
Advising and Couseling Activities ** **For the appropriate descriptors below, record the NUMBER OF MINUTES spent with each student at right.																																	
Planning single-term course schedules (registration)																																	
General discussion of long-range educational plans/goals																																	
Planning or discussion of baccalaureate programs or help with preparation of baccalaureate programs application																																	
Planning, topic selection, development of baccalaureate programs senior report																																	
Personal counseling (emotional, vocational, academic difficulties)																																	
Advising activity not describable by above categories																																	

APPENDIX A: SURVEY INSTRUMENT

APPENDIX B: TABULATED RESULTS*

Table 1. Usable Faculty Responses by Week

Week	1	2	3	4	5	6	7	8	9	10	11	12	Total
Responses	20	21	18	20	17	20	18	23	17	17	8	10	209

Table 2. Advising Load

Week	1	2	3	4	5	6	7	8	9	10	11	12	Total Qr.	Av./Wk.
Time for full faculty (hrs)	562.6	413.9	176.6	429.4	411.6	433.7	302.3	655.3	746.3	602.3	320.2	320.3	5374.5	447.8
Time per faculty member (hrs)	5.9	4.3	1.8	4.5	4.3	4.5	3.1	6.8	7.8	6.3	3.3	3.3	55.9	4.6
Visits per faculty member	15.8	13.7	6.1	12.0	10.8	8.9	8.8	18.6	22.2	14.2	9.5	6.6	147.2	12.2

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*There may be minor inconsistencies between table totals. Two data handling procedures account for this. First, some error results from rounding to the nearest tenth. And second, the SPSS Breakdown program's default option of table-wide deletion was used for cases with missing data. This causes table totals to be based on slightly different numbers of cases.

Table 3. Advising for GC-Day Students versus Others

Week	Student Place of Primary Registration	Adjusted Visits	Adjusted Time (hours)	Time/ Visit (min.)	Visits/ Faculty Member	% of Advising Load
					Qtr./Wk.	
Total Qtr.	GC Day	10494	3965.6	22.5	109.3 9.1	76.2
	CEE	1420	545.8	22.8	14.8 1.2	10.3
	Not GC nor CEE	1858	724.9	23.5	19.4 1.6	13.5

Table 4. Advising for BP Students versus Others in the Full Population of Students

Week	Student Program Progress	Adjusted Visits	Adjusted Time (hours)	Time/ Visit (min.)	Visits/ Faculty Member	% of Advising Load
					Qtr./Wk.	
Total Qtr.	Fr-So	9089	3219.2	21.2	94.8 7.9	63.7
	+90 cr.	1895	748.3	21.3	19.8 1.65	13.3
	BP	1724	794.7	32.1	18.0 1.5	12.1
	Other	1574	584.1	23.3	16.2 1.3	10.9

Table 5. Distribution of Advising Time in the General College Day School Population, AT = adjusted time (hours), SPP = Student Program Progress

Week	Student Program Progress	Adjusted Time (hours)	%	Total GC Day School
Total Qtr.	Fr-So	2881.4	72.4	
	+90 cr.	515.4	12.9	
	BP	513.4	12.9	
	Other	65.6	1.8	
				3975.8

Table 6. Distribution of Advising Time in General College Day School plus Continuing Education and Extension Division (AT = adjusted time in hours)

Week	Student Program Progress	Adjusted Time (hours)	%
Total Qtr.	Fr-So	3089.3	67.5
	+90 cr.	616.8	13.5
	BP	760.9	16.6
	Other	110.1	2.4
	GC plus CEE	4577.1	

Table 7. BP Activity Advising versus All Other Advising in Full Population (AT = adjusted time in hours)

Week	BP Activity		Other		Total
	AT	%	AT	%	
Qtr.	1431	27.4	3793	72.6	5224

Table 8. BP Activity Advising versus All Other Advising in Day School Population (AT = adjusted time in hours)

Week	BP Activity		Other		Total
	AT	%	AT	%	
Qtr.	885.6	22.4	3071.9	77.6	3957.5

Table 9. Baccalaureate Student Advising for CEE, Day, and Other Students (AT = adjusted time in hours)

Week	Place of Primary Registration					
	GC Day		CEE		Other*	
	AT	%	AT	%	AT	%
Qtr.	512.7	63.6	280.3	34.8	12.8	1.6

*Other may include students from Rochester CEE and also some who may be enrolled in other colleges of the University.

CHAPTER 4

STUDY OF GRADUATES FROM GENERAL COLLEGE INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS

In the years since our baccalaureate program began in 1971, we have admitted approximately 1600 students and granted 769 baccalaureate degrees. During those years, faculty members, individually, have formed their own impressions and images of our baccalaureate population. Each of us collected "success" stories which we exchanged with other colleagues. In seven years, we had amassed much information, most of it arcane, about the appropriateness and value of our program for its consumers, our students.

When potential candidates asked, as they invariably did, about who applied for our program and why, we could only offer answers drawn from our personal experiences and observation. And when they asked the inevitable question, "What good is a baccalaureate degree from the General College?," we answered intuitively, or admitted, "We really don't know because the degrees are still so new, and we haven't yet had time to make a study to collect that information."

As time passed, and the decade of the 70's wore on, candidates found our speculative or evasive responses more and more unsatisfactory, and they were less willing to accept our excuses for being unable to provide them with direct answers to their questions.

The faculty, too, was suffering the effects of "information hunger," manifested variously in increased doubts about our endeavor, concern that we might be guilty of promising more than we could deliver, and fear that the degrees, once earned, were not negotiable, either in the world of work or as a credential for further study.

For the benefit of students, and for our own knowledge and morale, we needed reliable information about our product and its clients. We needed to discover the users' perceptions of its strengths and weaknesses. We needed valid answers to persistent questions: Who are our students? Where do they come from? Why do they choose individualized, rather than traditional, study? What motivates them? What needs do they seek to fulfill? Does our program help them to attain their goals? Of what worth to them is their non-traditional degree in the world of work? Of what worth is it as a credential for admission to graduate or professional schools? How do they rate the adequacy of their programs for meeting their needs and attaining their goals? Given it to do over, would they again choose a non-traditional degree program?

The information we sought could only come from students who had participated in, and graduated from, the program. Only they could tell us if, and how well, they had been served. And, as holders of the degrees, only they could tell us if, and how well, their degrees were accepted and respected by business, social service, or academic institutions.

As the third of our four-part comprehensive investigation of the baccalaureate program, then, we planned the research which comprises this chapter, a study of graduates from the individualized baccalaureate degree program of the General College.

Survey Design and Procedure

We designed a ten-page questionnaire as our survey instrument. The questionnaire covered 94 items of information, data from which were subsequently keypunched on cards and later transferred, for storage, to computer tape.

Dr. Feltovich selected a random sample of 250 students who had been admitted to the General College Baccalaureate Programs, stratified to include day school students, both men and women, and students from Continuing Education and Extension and from Rochester Extension. Of the 250, 104 had been graduated from the program and had been awarded either a bachelor of general studies or a bachelor of applied studies degree. We sent a letter to those in the sample telling them about the study, about our reason for conducting it, about our need for information that might give us answers to persistent questions still unanswered, and we asked them to agree to participate. With the letter, we sent a stamped, self-addressed postcard on which they had only to check 'yes' or 'no' indicating their willingness to take part. To those who agreed to participate, we then sent a copy of the questionnaire, some brief instructions, and a stamped envelope for return of the completed forms.

We sent the initial letter on March 27, 1978. By the end of May, 1978, 80 of the 104 graduates, 77% of the sample population, had returned usable questionnaires.

I. Profile

The 80 graduates whose responses I shall be reporting represent the pioneering efforts of our first six years in individualized baccalaureate degree programs.

Except for a small percentage--less than 15%--most of the graduates who participated in this survey were admitted to the General College Baccalaureate Program under its initial 1971 guidelines. Those guidelines were in effect from the time of the program's inception in March 1971 until they were superceded by revised--and, admittedly, more prescriptive--guidelines in July 1976.

This study, therefore, reflects perceptions of graduates whose programs were designed in quite different ways from programs of students who have been admitted since the 1976 guidelines took effect. Further, these graduates pre-date the development of our course, GC 1894 - Planning a General College Baccalaureate Program, which has only been available to applicants since fall 1977. Prior to that time, students who sought admission to the program may have sought the help of advisors or of a coordinator of baccalaureate advising, or they may have designed the program without help. GC 1894 offered applicants a systematic, five-step planning procedure for designing their degree program proposals.

Replication of this study ought, perhaps be made in 1983, after 1976 guidelines have been in effect for a nearly comparable time, to discover what differences, if any, have been effected in the experiences of those later graduates.

Graduates Who Responded

Sex. 80 of 104 graduates in our sample population returned usable questionnaires. 50 of the 80 (63%) were returned by men, 29 of the 80 (36%) by women. One respondent did not identify sex.

Age. Average age of the graduates who responded at the time of this survey was 33.31 years.

High School Graduation. 72 of the 80 respondents (90%) were high school graduates, with the majority having completed high school between 1958 and 1973. Distribution by years:

	Number	%age
1927-1946	6	6%
1947-1957	4	4%
1958-1968	37	52%
1969-1973	25	35%

A.A. Degrees. 51 of the 80 graduate respondents (64%) had been awarded A.A. degrees. Of the degrees awarded, 40 (78%) had been granted by the General College, and the remaining 11 (22%) primarily by area community colleges, with but one or two exceptions, as follows:

Metropolitan Community College	1
Anoka-Ramsey Community College	1
Inver Hills Community College	1
Normandale Community College	1
North Hennepin Community College	3
Lakewood Community College	1
Metropolitan State College	1
Rochester Community College	1
Cotley College, Nevada	1

One of the graduates held three A.A. degrees, one each from the General College, Normandale, and North Hennepin Community College.

46 of the A.A. degrees (92%) had been granted between 1970 and 1977, 8 (8%) between 1961 and 1969, and 1 (2%) in 1946.

B.A.S./B.G.S. Degrees. Of the 80 graduate respondents, 53 (66%) had been awarded Bachelor of Applied Studies degrees, and 26 (32%) Bachelor of General Studies degrees from the General College between 1972 and 1977. Distribution by years:

	Number	%age
1972	7	9%
1973	6	7%
1974	11	14%
1975	17	21%
1976	28	35%
1977	10	13%

One respondent answered this item by showing 1955 as the year the degree was awarded. As neither the B.A.S. nor B.G.S. degrees were in existence in the General College at that time, that response has not been included in the figures shown above.

Applications to Other Baccalaureate Programs. 10 of the graduates (13%) had applied to other non-General College baccalaureate programs. 70 (88%) had not made other applications. 8 of the 10 who had made other applications had applied to one other program. One had applied to three other programs.

Of those who had applied to other programs, 4 received no other acceptances, 5 received one other acceptance, and one received acceptance to 3 other programs.

Length of Time in Baccalaureate Programs. The majority of respondents invested between one to three years in completion of their baccalaureate studies. About equal numbers reported spending a year or less as did those requiring three or more years. Years spent in completion:

	Number	%age
0 - 1	10	13%
1 - 2	34	42%
2 - 3	25	31%
3 - 4	8	10%
More than 4	3	4%

Age at Completion of Baccalaureate Degree. The mean age at which 51 male graduates completed work and received their baccalaureate degrees from General College is about 29 years.

The mean age at which 29 female graduates completed work and received their baccalaureate degrees is about 32 years.

Year of Freshman Admission to College. Of 78 respondents who provided this information, 30 (38%) had entered college as freshmen prior to 1967. 48 (62%) had entered since 1967. Table 1 shows the number(s) of admissions by year. Admissions during three periods of years are distributed thus:

Freshman Admission Year	Number	%age
1937 - 1956	8	10%
1957 - 1966	22	28%
1967 - 1974	48	62%

1970 seems to have been the peak year of freshman admission. As may be seen in Table 1, 12 of the 78 graduate respondents matriculated in that year.

Quarter of Freshman Admission to College. 77 persons responded to this question, and their responses reveal that most graduates had first registered in college during a fall quarter. Those who first registered during a winter quarter formed the next largest group, those during spring the third largest, and those whose first registration was during summer session formed the smallest group. Study of the following distribution gives rise to the question: Do students who enter college during a fall quarter or semester have a greater probability of completing a baccalaureate degree eventually than those who first enter in succeeding quarters or semesters? This is the data for 77 General College baccalaureate graduates:

Freshman Quarter Admission	Number	%age
Fall	59	77%
Winter	8	10%
Spring	6	8%
Summer	4	5%

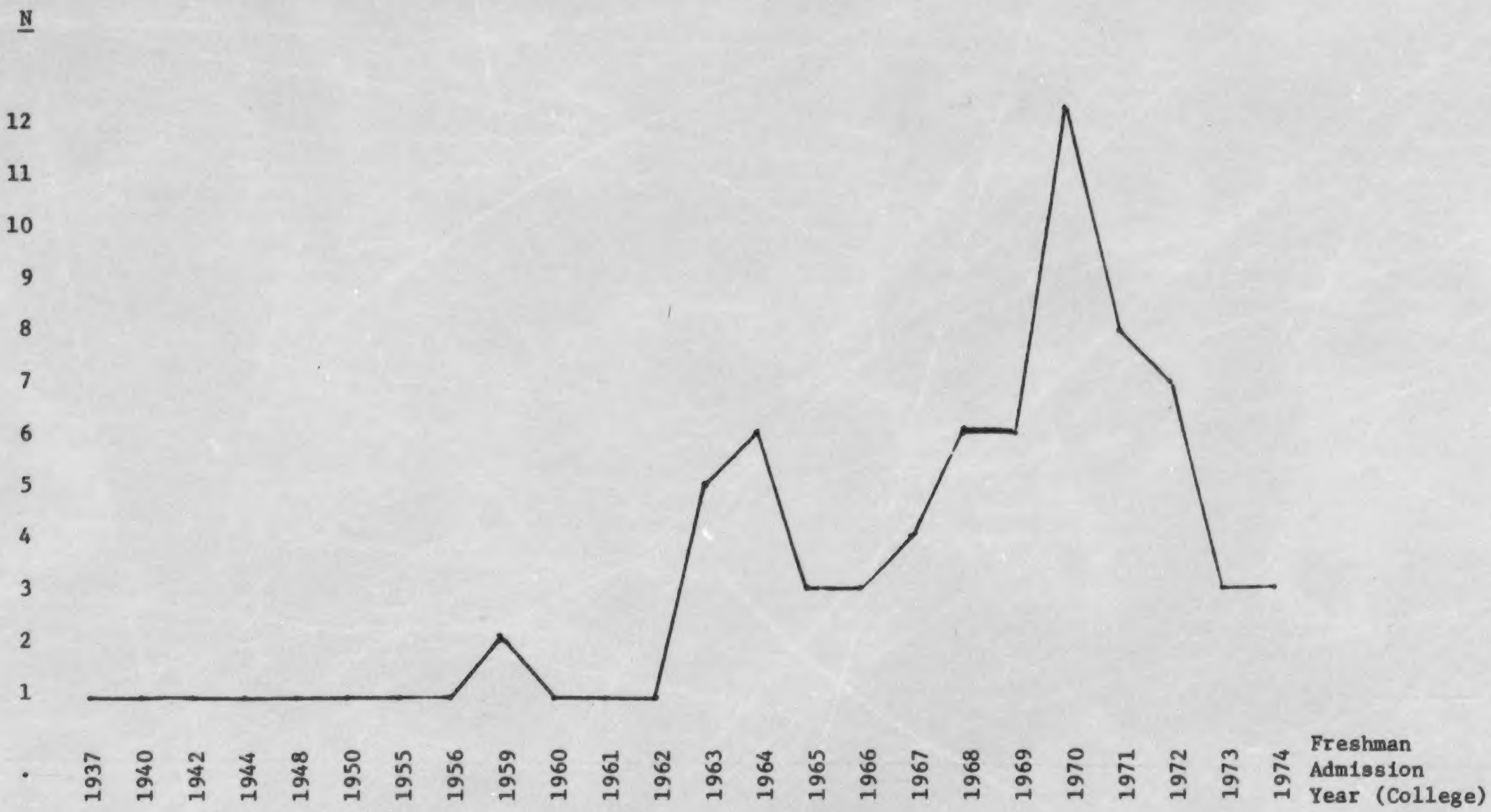

Table 1. Year of Freshman Admission to College of 78 General College Baccalaureate Program Degree Graduates Surveyed in Spring, 1978.

II. Objectives

Goal Setting

When students apply for admission to General College Baccalaureate Programs, they submit, as part of the formative process of their programs, a Personal Statement in which they enumerate their long-range and short-term goals, explain why they have chosen General College as the place to pursue those goals, and describe how they expect the program they have designed to contribute to the attainment of those goals. After completing their proposed course of study, students review those goals and, as part of the summative process of their programs, present a Senior Report to the faculty as evidence of their having attained the goals they set for themselves.

Given these two processes, faculty know, on an individual basis, why one student and another choose baccalaureate study in the General College. We know, too, how well satisfied individual students feel about having fulfilled their goals. But, owing to our lack of cumulative information about goal setting and attainment among our baccalaureate graduate population as a whole, from which we might draw inferences and make comparisons and generalizations, the total picture has never been fleshed out.

Therefore, in surveying graduates of the program for this study, we tried to discover patterns: What *primary* and *secondary* goals do students have for pursuing baccalaureate study in the General College? Do those goals vary by sex? How well satisfied do graduates feel about having fulfilled their goals? How well do they rate the educational plans they designed as the means for attaining their goals? Given the opportunity to do it over, would they again choose an individualized over a traditional degree program? Would they choose an individualized program in the General College?

To learn why our graduates had pursued baccalaureate study, we listed eight purposes and asked respondents to rank the two which most nearly represented their primary and secondary goals (Tables 2 and 3).

Of the eight options we listed, five were job- or career-related: to plan for a specific career; to plan for a specific job; to earn a bachelor's degree that could make more jobs available to me; to win a promotion or salary increase at a job already held; to ensure keeping a job already held. Three were related to personal development: to improve my all-around education and growth; to pursue a field of interest; to prepare for graduate or professional school.

Tables 2 and 3 show the choices made by our respondents of the options named above as their primary and secondary purposes in seeking baccalaureate study. Choices are shown for the group as a whole and also according to sex of the respondent.

For comparative purposes, Table 4 presents information from national surveys of the last decade concerning adults' purposes for pursuing post-secondary education. Carol Sosdian and Laure Sharp compiled the data from surveys made by the Bureau of the Census for the National Center for Education Statistics.[1] Introducing the data, the compilers comment:

> Previous research into motivations among adults for pursuing postsecondary education has identified at least two central factors: the desire for career-oriented development[2] or 'rounding out.' It can be seen from Table 4* that consistently throughout the past decade, adults involved in postsecondary education. . . have indicated that

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[1] Carol P. Sosdian and Laure M. Sharp. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Washington, D.C., U. S. Department of Health, Education and Welfare: NATIONAL INSTITUTE OF EDUCATION, 1978, p. 24.

[2] John Eggert, "An Examination of Goals of Potential and Actual Learners: University of Mid-American/State University of Nebraska" (Working Paper No. 1), Lincoln, Nebraska: Office of Research and Evaluation, 1975, pp. 42-49.

Table 2

PERSONAL GOALS: MAIN PURPOSE FOR THE BACCALAUREATE DEGREE PROGRAM DESIGNED

Purposes	Men		Women		All	
	N	%age	N	%age	N	%age
1. To plan for a specific career	11	22	6	21	17	21
2. To plan for a specific job	1	2	1	3	2	2
3. To earn a bachelor's degree that could make more jobs available to me	12	24	4	14	16	20
4. To improve my all-around education and growth	8	16	9	31	17	21
5. To win a promotion or salary increase at a job which I already held	2	4	1	3	3	4
6. To pursue a particular field of study that interested me	12	24	4	14	16	20
7. To ensure keeping a job I already had	2	4	1	3	3	4
8. To prepare for graduate or professional school	3	6	3	10	6	7
Total Number	51		29		80	

Table 3

PERSONAL GOALS: SECONDARY PURPOSE FOR THE BACCALAUREATE DEGREE PROGRAM DESIGNED

Purposes	Men		Women		All	
	N	%age	N	%age	N	%age
1. To plan for a specific career	1	2	3	10	4	5
2. To plan for a specific job	2	4	2	7	4	5
3. To earn a bachelor's degree that could make more jobs available to me	14	27	5	17	19	24
4. To improve my all-around education and growth	15	29	4	14	19	24
5. To win a promotion or salary increase at a job which I already held	0	0	2	7	2	2
6. To pursue a particular field of study that interested me	13	25	8	28	21	26
7. To ensure keeping a job I already had	0	0	0	0	0	0
8. To prepare for graduate or professional school	6	12	5	17	11	14
Total Number	51		29		80	

> these have been the major reasons for their pursuits: over two-fifths of those surveyed in 1969, 1972, and 1975 responded that job advancement was their concern; and the proportion citing 'personal or family interests' grew from one-fifth in 1969 to over one-quarter (28%) in 1975. There were also indications in the 1969 data that, while men more often than women indicated career reasons as their motivation, women were seeking postsecondary education more often as a means 'to get a new job' (checked by 12% of the women responding).[3]

Admittedly, the population represented in Table 4 differs somewhat from the population of our General College survey in this respect: unlike many adults in the Table 4 population, all of our respondents had taken part in a degree-granting postsecondary program. Despite that difference, the two groups seem similar enough to allow for general comparison, at least, to be made between them, as may be seen from the information that follows regarding our survey findings.

Of 80 respondents to our survey, 51% reported job- or career-related main goals for undertaking baccalaureate study in General College. Career entry/development goals seemed to predominate: 21% chose to plan for a specific career; 20%, to make more jobs available to me; 2%, to plan for a specific job; whereas regarding career advancement 4% indicated to win a promotion or salary increase at a job already held; and another 4%, to ensure keeping a job already held.

48% of all respondents reported personal development goals as their main purpose: 21% chose to improve all-around education and growth; 20%, to pursue a particular field of interest; and 7%, to prepare for graduate or professional school. As a whole, the group is almost evenly divided in the relative importance it ascribes to career- vs. personal-development goals.

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[3] "Participation in Adult Education: Final Report (1969)." U. S. Department of Health, Education, and Welfare/National Center for Education Statistics, p. 53.

However, when the findings of our survey are viewed according to the respondent's sex, a slightly different picture emerges. 56% of the men (44% for women) reported job- or career-related main goals: 24% chose to earn a bachelor's degree that could make more jobs available to them (14% for women); 22%, to plan for a specific career (21% for women); 2%, to plan for a specific job (3% for women); 4%, to win a promotion or salary increase at a job already held (3% for women); and 4%, to ensure keeping a job already held (3% for women).

On the other hand, 55% of the women (46% for men) reported personal or growth goals as their main purpose for baccalaureate study: 31% (16% for men) chose to improve all-around education and growth; 14% (24% for men), to pursue a particular field of interest; and 10% (6% for men), to prepare for graduate or professional school.

Clear secondary preference is given, among the survey group as a whole, to personal development goals which predominate (64%) over job- or career-related goals (36%). 66% of the men (59% for women) reported personal development as their secondary purpose: 29% (14% for women) chose to improve all-around education and growth; 25% (28% for women), to pursue a particular field of study; and 12% (17% for women), to prepare for graduate or professional school.

Interestingly, strongest preference among career-related secondary goals was shown by 27% of the men (17% for women) for to earn a bachelor's degree that could make more jobs available to them, and by 10% of the women (2% for men) for to plan for a specific career.

In their national survey of extended degree program candidates, conducted in 1976-77 under sponsorship of the NIE, Sosdian and Sharp found:

> . . . as a group, career-related concerns emerged as primary among reasons to seek the EDP degree (collectively rated 'very' or

Table 4*

REASONS FOR PARTICIPATING IN ADULT EDUCATION
(In Percentages)[a]

Reasons	1969[b]			1972[c]	1975[c]
	Men	Women	All	All	All
To improve or advance in job	59	30	45	43	42
For personal or family interests	10	30	20	24	28
For general information.	14	15	14	16	14
To get a new job	9	12	11	11	12
For social or recreational reasons	4	9	7	6	8
For community activity	2	3	3	3	3
Other.	9	10	10	8	6
(Base)[d]	(6,794)	(6,247)	(13,041)	(15,734)	(17,059)

[a] Percentages do not total to zero because more than one answer per respondent occurred.

[b] Source: Participation in Adult Education: Final Report (1969). U.S. Department of Health, Education and Welfare: National Center for Education Statistics, p. 53.

[c] Source: Participation in Adult Education (1975): Preliminary Tables. U.S. Department of Health, Education, and Welfare: National Center for Education Statistics, Summary Table F.

[d] In thousands.

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[*] From Carol P. Sosdian and Laure M. Sharp. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Washington, D.C., U.S. Department of Health, Education, and Welfare: NATIONAL INSTITUTE OF EDUCATION, 1978.

> 'extremely' important by 77%). Career concerns were followed closely by the desire for personal satisfaction (69%) and by wanting the EDP as a prerequisite towards further education (58%).
>
> . . . The respondents distinguished clearly between career advancement and career initiation: 60 percent of the men responding considered it very or extremely important to 'improve their chances of good pay or promotion' (50% for women), but 59 percent of the responding women felt it was either very or extremely important for the external degree 'to serve as a credential to qualify them for the kinds of jobs they really wanted' (45% for males)--a dramatic increase for women as compared to the earlier NCES data.
>
> Possibly paralleling these differing stages in career development, men more frequently than women (62% as opposed to 50%) considered their external degree as a very or extremely important step towards entering a higher level degree program. Women also consistently gave higher ratings to the personal development items. The two items considered overall least important--again, items relating to career change or basic recognition for work or skill already performed--were more often rated highly by women.[4]

Goal Attainment

Were their goals met? Were our graduates satisfied with the outcomes of their baccalaureate degree programs? The success of a program, from a student's point of view at least, may be judged almost solely on students' perceptions of how well the program meets its subscriber's needs and expectations.

We asked our repondents to rate the extent to which their primary and secondary goals were attained as a result of their educational experience in the General College Baccalaureate Program. We provided them a five-point rating scale: not at all well, slightly, moderately, greatly, and very greatly satisfied.

The results, overall, were positive. Graduates believe their main goals were greatly, or very greatly, satisfied (80%). A combined total of about 16% reported their goals as slightly, or moderately well satisfied. 4% said their main goals were not realized at all.

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[4] Sosdian and Sharp. Op. cit., p. 25.

Men and women seemed in close agreement on their responses. 80% of the men (79% for women) reported their main goals either greatly or very greatly satisfied. 14% of the men (7% for women) said their goals were moderately well satisfied, while 2% of the men (10% for women) believed them to be only slightly well satisfied. 4% of the men (3% for women) said their goals were not at all satisfied. (Table 5)

If we assume, from the preceding data about goal setting, career-related primary goals for men, and personal development primary goals for women, then it would seem from these ratings that either of those objectives is being served to the respective group's satisfaction. Perhaps a subsequent study examining how students structured their programs to arrive at their goals -- whether occupational or personal -- might provide valuable information for use in guiding program planning and curricular development in general as well as occupational studies.

Data about the attainment of secondary goals reveals slightly less satisfaction, graduates believing their primary goals better served. 64% of all respondents reported their secondary goals either greatly or very greatly satisfied. 30% said these goals were either moderately or slightly satisfied, and 6% said they were not realized at all.

Women were less well satisfied than men about the fulfillment of their secondary goals. To the extent that some, at least, of their goals may be job- or career-related, this dissatisfaction may reflect women's social and economic disadvantage in the world of work. 55% of the women (68% for men) reported their secondary goals either greatly or very greatly satisfied. 38% (24% for men) said their goals were either moderately or only slightly satisfied. 7% (6% for men) said their secondary goals were not realized at all. (Table 6)

Table 5

GOAL ATTAINMENT: FULFILLMENT OF MAIN PURPOSE AS A RESULT OF COMPLETING BACCALAUREATE DEGREE PROGRAM

Extent to which main goal was fulfilled	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all	2	4	1	3	3	4
2 Slightly	1	2	3	10	4	5
3 Moderately	7	14	2	7	9	11
4 Greatly	18	35	13	45	31	39
5 Very greatly	23	45	10	34	33	41
Total number	51		29		80	
Mean:	4.157		3.966		4.09	

Table 6

GOAL ATTAINMENT: FULFILLMENT OF SECONDARY PURPOSE AS A RESULT OF COMPLETING BACCALAUREATE DEGREE PROGRAM

Extent to which secondary goal was fulfilled	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all	3	6	2	7	5	6
2 Slightly	4	8	3	10	7	9
3 Moderately	9	18	8	28	17	21
4 Greatly	21	41	7	24	28	35
5 Very greatly	14	27	9	31	23	29
Total number	51		29		80	
Mean:	3.765		3.621		3.71	

For men in this study, secondary goals are predominantly concerned with personal development (66% for men; 59% for women). Why, in a general education setting, those goals are not better served is not immediately evident from the results of this study. This, too, may pose an appropriate question for subsequent research.

Graduates' Evaluation of the Adequacy of Their Degree Programs

How adequately do self-designed baccalaureate programs educate their authors? In a particularly strong attack in the February 1979 issue of Change, Norman H. Sam asserts: "There is a flimflam scheme going on in academia, a merchandising of meaningless credit, providing degree candidates with little new learning at exhorbitant cost."[5] The assertion echoes the crescendo of criticism directed at nontraditional programs within the last two years. One measure of adequacy of such programs must certainly come from their consumers.

We asked our respondents, in retrospect, to rate the educational plans they had designed for themselves, and provided them a five-point rating scale: inadequate, less than adequate, adequate, better than adequate, excellent.

11% of all respondents rated their plans either less than adequate or inadequate. 29% rated them adequate. 59% rated their degree programs either better than adequate or excellent. (Table 7)

Men seemed somewhat more satisfied than did the women with the adequacy of their educational plans for enabling them to meet their goals. 64% of the men (50% for women) reported their plans were either better than adequate or excellent. 25% of the men (36% for women) rated their plans adequate, and 10% of the men (14% for women) said their plans were either less than adequate or inadequate.

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[5] Norman H. Sam, "Life Experience -- An Academic Con Game?" Change (11:1) February 1979, p. 7.

What significance do those findings have? What guidance shall we take from them about improved planning of educational programs for baccalaureate students, about curricular offerings, about quality of instruction, about rigor? What grist would these findings make for the caveator who says:

> Still, I have some genuine anxieties about the marriage between unions and academe, and they center on three perils: the commercialization of credits, the corruption of communication, and the misuse of ideology. Credits, leading to degrees, attract many workers to colleges and universities. Academic points add up to more pay; prestigious initials after one's name give greater status; and accreditation is the union card for admission to certain professions where the closed shop is tighter than in any known union. Viewed conceptually, the accumulation of college credits by workers seems fair enough. Degrees that were once reserved for the pedigreed have now been proletarianized in the continuing democratization of American education. The danger, however, is that the whole process may just become a disgraceful diploma mill. Credit for life experience -- in itself a commendable concept -- too often becomes a costless bribe to ensnare enrollees. Classes conducted as nontraditional often become noninformational as well -- hollow exercises in nonstop non sequiturs. The absence of formal examinations often means the abandonment of standards.
>
> In such a tragic trivialization of schooling, there is often a tacit conspiracy among educational administrators, faculty, students, and unions. For the budget-minded administrator, the process pays; for the teacher, this kind of instruction is a paid vacation -- with no preparation before class, no papers to correct after class, no engagement with individual students during the class; for the worker-student the deal is a delight as the union (or employer) plunks down the dollars to buy the degree; for the union, it is a handy opportunity to provide still another benefit for a member. The operation becomes a sweet game in which nobody seems to lose until the graduated student discovers later that the precious sheepskin is only foolscap made for a fool.[6]

In light of our findings, readers of this report may find of interest the choices graduates would make if they were given the chance "to do it over again." Given such a choice, we asked them, would you prefer: a traditional program at some other college, an individualized program at some other college, the baccalaureate program in General College, or an other - unspecified - program? (Table 8)

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[6] Gus Tyler. "Educating the Proletariat," Change (11:1) February 1979, pp. 32-37, 64.

Table 7

GRADUATES' EVALUATION OF THEIR BACCALAUREATE DEGREE PROGRAM

Your rating of the educational plan you designed	Men		Women		All	
	N	%age	N	%age	N	%age
1 Inadequate	1	2	0	0	1	1
2 Less than adequate	4	8	4	14	8	10
3 Adequate	13	25	10	36	23	29
4 Better than adequate	17	33	6	21	23	29
5 Excellent	16	31	8	29	24	30
Total number	51		28		79	
Mean:	3.843		3.643			

Table 8

GRADUATES' REFLECTION ON THEIR CHOICE OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAM IN PREFERENCE TO A TRADITIONAL PROGRAM

Your choice, if you had it to do over	Men		Women		All	
	N	%age	N	%age	N	%age
1 Traditional program - at some other college	11	22	5	19	16	21
2 Individualized program at some other	5	10	5	19	10	13
3 Baccalaureate program in General College	33	66	15	56	48	62
4 Other	1	2	2	7	3	4
Total number	50		27		77	
Mean:	2.480		2.51			

4% of all respondents said they would prefer some other, unspecified, program. 62% would choose the baccalaureate program in the General College. 13% would choose an individualized program again, but at a different college. 21% reported their preference for a traditional program, at some other college.

22% of the men (19% for women) would prefer a traditional program at some other college. 10% of the men (19% for women) would again choose an individualized program, but at some other college. 2% of the men (7% for women) would choose some other, unspecified, program. But 66% of the men and slightly more than half the women (56%) would once again choose the baccalaureate program in the general college.

These expressions of preference, taken together with graduates' ratings of their educational plans and the extent to which our respondents believe their goals to have been met, suggest a slightly better than average rating for the General College Baccalaureate Program. Overall, the program seems to serve and satisfy men's educational goals slightly better than women's.

III. Employment

When students ask, "What is a General College baccalaureate degree worth?" they may be asking a number of questions among which, for many, this question, perhaps, is preeminent: "Will this degree help me to find a job in the field of my choice, or to move to a better job in that field?"

Issues underlying that line of questioning concern the degree's acceptability and its legitimacy as a negotiable credential in the job market. Put plainly, "What demonstrated value do non-traditional degrees from this non-traditional college have in the competitive world of work?" Answers to these questions are not quite simple, but qualified answers, based on the findings of our survey, can be given.

In structuring our survey, we wanted to discover employment experiences of our graduates vis-à-vis their degree and their focal field of study. We wanted to trace jobs held during their last two years as baccalaureate students, the first job held after their last registration in the program, and their current job. We wanted to learn from our graduates to what extent they undertook baccalaureate study in preparation for a specific career and as a job-entry credential; to what extent as a means of career development; to what extent as a means of career advancement. We wanted to learn whether graduates find employment in their focal field of study, and if not, why not. In addition, we hoped to learn what value graduates place on the training they received in their focal field, and on the adequacy of their General College education in preparing them for the responsibilities placed on them in their employment.

At the time we planned our survey, we had no comparative studies to use as guides for focusing our inquiry. For example, the survey referred to throughout this report, conducted for NIE by Sosdian and Sharp, provides an excellent model which, had it been available, would have then made possible some direct comparisons between General College baccalaureate graduates and those from individualized degree programs throughout the nation who were included in the NIE study. Unfortunately, the Sosdian and Sharp study did not become available until after our own survey had been completed.

Employment Patterns

Findings of our study show that, for most of our respondents, graduation marked the increase, rather than the commencement, of employment. 76 of the 80 respondents had been employed during the last two years of their baccalaureate study, for an average of 51.15% of time during their second-to-last, and 53.90% of time during their last, year as active bachelor's degree students.

Regarding these jobs, we asked: If you held a job during your last year as a bachelor's degree student, how closely was it related to the field in which you hoped to work upon graduation? Findings show that, by their last year of study, many of our graduates had already entered the employment field of their choice. 68% of the men (72% for women) replied that the job they held during their last year of study was moderately to very highly related to their chosen field. (Table 9)

At this point, it seems appropriate to note, on the subject of chosen fields of study, how many of our graduate respondents were affiliated with General College occupational programs. This is the distribution we discovered:

	Men	Women
Dental Assisting	0	0
Human Services Generalist	4	5
Legal Paraprofessions	3	3
Marketing	2	0
Recreation for Special Groups	1	1
Radiologic Technology	0	1
Other	2	0

Table 9

JOB HELD LAST YEAR OF BACCALAUREATE STUDY: HOW CLOSELY RELATED TO FOCAL FIELD

Extent to which related	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all related	10	23	3	14	13	20
2 Slightly related	4	9	3	14	7	11
3 Moderately related	6	14	5	24	11	17
4 Greatly related	8	18	4	19	12	18
5 Very greatly related	16	36	6	29	22	34
Total number	44		21		65	
Mean:	3.364		3.333		3.35	

Table 10

FIRST JOB AFTER LAST REGISTRATION IN BACHELOR'S DEGREE PROGRAM: HOW CLOSELY RELATED TO FOCAL FIELD

Extent to which related	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all related	7	15	1	4	8	11
2 Slightly related	5	10	3	13	8	11
3 Moderately related	5	10	4	17	9	13
4 Greatly related	9	19	4	17	13	18
5 Very greatly related	22	46	12	50	34	47
Total number	48		24		72	
Mean:	3.708		4.125		3.80	

24 of the 80 respondents (30% - 12 men/12 women) had been enrolled in one of our occupational programs.

29 of the 80 (36% - 17 men/12 women) had received occupational certification from either the General College, some other colleges, or post-secondary institutions; the men, between 1966 and 1977, and the women, between 1934 and 1976. Their certificates were in such fields as human services, legal paraprofessions, recreation for special groups, nursing, anaesthesiology, radiologic technology, law enforcement, and marketing. Quite clearly, certificate programs, here and elsewhere, provide a fair proportion of our baccalaureate population, and for at least some students, job entry into the field of their choice.

Continuing with the results of our trace of graduates' employment patterns, what follows here reports what we learned about the first job held after their last registration as baccalaureate students. As may be seen from Table 10, a large number of respondents -- 78% (75% for men, 80% for women) reported that job as moderately to very greatly related to their major educational focus.

61 (84%) of the respondents worked full-time, and 12 (16%) part-time at that job. A college degree was a job requirement for 33% of the men (52% for women); at the associate level for 13% of the men (31% for women), at the baccalaureate level for 88% of the men (62% for women). (Table 11)

Those who remained with the same employer as when they were students reported that, as a consequence of completing their degree:

17 received more money

17 were promoted

15 were given more responsibility

6 were able to keep a job already held

3 were given different, but not greater, responsibilities.

Those who, after completing their degrees, changed employers reported that:

9 received more money

7 were given more responsibility

5 were given different, but not greater, responsibilities.

And what about those graduates who did not, after graduation, take jobs more clearly related to their baccalaureate program focus? What explanation do they give? 10 men and 4 women responded: 5 of the men (50%) and 1 woman (25%) said they had tried, but found the market too tight; 1 man (10%) said he had not acquired the degree required; 4 of the men (40%) and 3 women (75%) gave "other" reasons including continued education, child care, and homemaking. As secondary reasons, 3 men cited, respectively, inadequate training, new interests, and another attractive offer.

Our last set of questions in the employment pattern series concerned current employment. At the time of our survey, 71 of the 80 respondents (89%) were currently employed. 9 (11% - 2 men/7 women) were not employed. Of those, 2 men and 2 women were actively seeking employment, and those who were not gave as reasons other responsibilities such as attending school, child care, and homemaking. Of those actively seeking work, three were looking for employment in their baccalaureate studies field. Inadequate training and too limited job prospects were given as reasons for not seeking work in the focus field.

We found that 49 respondents reported a current job with a different employer from that of their first job, or with the same employer but with substantially changed responsibilities. 34 of the men (94%) and 12 women (92%) were then currently employed full-time; 2 men (6%) and 1 woman (8%) were employed part-time. (Table 12)

Table 11

FIRST JOB AFTER LAST REGISTRATION IN BACHELOR'S DEGREE PROGRAM

	Men		Women		All	
	N	%age	N	%age	N	%age
Time						
Full-time	40	83	21	84	61	84
Part-time	8	17	4	16	12	16
Degree required?						
Yes	16	33	13	52	29	40
No	32	67	12	48	44	60
Level of degree required						
AA	2	13	4	31	6	21
Baccalaureate	14	88	8	62	22	76
Other	-	-	1	8	1	3
In same field as job held as student?						
Yes	25	64	13	76	38	68
No	14	36	4	24	18	32

A college degree was a job requirement for 51% of the men (77% for women); at the associate level for 11% of the men (11% for women), at the baccalaureate level for 89% of the men (78% of the women).

To what extent is your current job related to your focal field of study? we asked. 83% of our respondents (86% for men; 76% for women) reported it to be moderately to very greatly related to their field of study. (Table 13)

Graduates' Evaluation

In a final series of questions, we tried to learn from graduates to what extent training in their field of study and a General College degree were helpful in obtaining their first job after their last registration, and their current job. In addition, we wanted to know how effectively their education had prepared them for responsibilities of those respective jobs.

Responses to our questions related to the first job are compiled in Table 14, and to those about the current job in Table 15. Far and away, graduates reported they were helped most by the fact of their having a General College baccalaureate degree. They gave next highest ratings, overall, to the effectiveness of their education in preparing them for the responsibilities of their jobs. Their least high ratings were given to the extent to which the training they had received in their focus area of study had helped them in obtaining either the first, or the current, job.

Table 12

CURRENT JOB

	Men		Women		All	
	N	%age	N	%age	N	%age
Time						
Full-time	34	94	12	92	46	94
Part-time	2	6	1	8	3	6
Degree required?						
Yes	18	51	10	77	28	58
No	17	49	3	23	20	42
Level of degree required?						
AA	2	11	1	11	3	11
Baccalaureate	17	89	7	78	24	86
Other	-		1	11	1	4

Table 13

CURRENT JOB: HOW CLOSELY RELATED TO FOCAL FIELD

Extent to which related	Men N	Men %age	Women N	Women %age	All N	All %age
1 Not at all related	5	14	-	-	5	10
2 Slightly related	-	-	3	23	3	6
3 Moderately related	7	19	5	38	12	24
4 Greatly related	11	31	-	-	11	22
5 Very greatly related	13	36	5	38	18	37
Total number	36		13		49	
Mean:	3.750		3.538		3.69	

Table 14

GRADUATES' EVALUATION
TRAINING, DEGREE, EDUCATION AND FIRST JOB AFTER LAST REGISTRATION

	Men		Women		All	
	N	%age	N	%age	N	%age
Extent training helpful in obtaining first job:						
1 not at all helpful	10	24	3	15	13	21
2 only slightly helpful	3	7	1	5	4	6
3 moderately helpful	10	24	2	10	12	19
4 considerably helpful	9	21	7	35	16	26
5 extremely helpful	10	24	7	35	17	27
Total number	42		20		62	
Mean:		3.143		3.700		3.32
Extent GC degree helpful in obtaining first job:						
1 very detrimental	1	2	1	5	2	3
2 somewhat detrimental	-	-	-	-	-	-
3 neutral	14	34	6	30	20	33
4 somewhat helpful	7	17	4	20	11	18
5 very helpful	19	46	9	45	28	46
Total number	41		20		61	
Mean:		4.049		4.000		4.03
Effectiveness of GC education in preparing for first job responsibilities:						
1 not at all	1	2	1	5	2	3
2 only slightly	5	12	4	18	9	14
3 moderately	14	33	7	32	21	33
4 quite	14	33	7	32	21	33
5 extremely	8	19	3	14	11	17
Total number	42		22		64	
Mean:		3.548		3.318		3.47

Table 15

GRADUATES' EVALUATION
TRAINING, DEGREE, EDUCATION AND CURRENT JOB

	Men		Women		All	
	N	%age	N	%age	N	%age
Extent *training* helpful in obtaining current job:						
1 not at all helpful	5	14	2	15	7	15
2 only slightly helpful	1	3	1	8	2	4
3 moderately helpful	5	14	3	23	8	17
4 considerably helpful	14	40	3	23	17	35
5 extremely helpful	10	29	4	31	14	29
Total number	35		13		48	
Mean:		3.657		3.462		3.60
Extent *GC degree* helpful in obtaining current job:						
1 very detrimental	-	-	-	-	-	-
2 somewhat detrimental	-	-	-	-	-	-
3 neutral	9	25	4	31	13	27
4 somewhat helpful	6	17	3	23	9	18
5 very helpful	21	58	6	46	27	55
Total number	36		13		49	
Mean:		4.333		4.154		4.29
Effectiveness of *GC education* in preparing for current job responsibilities:						
1 not at all	1	3	1	8	2	4
2 only slightly	1	3	-	-	1	2
3 moderately	8	23	5	38	13	27
4 quite	18	51	3	23	21	44
5 extremely	7	20	4	31	11	23
Total number	35		13		48	
Mean:		3.829		3.692		3.79

IV. Graduate Study

General College faculty who work with baccalaureate students know the persistence of the questions: Will my General College degree be acceptable to graduate school? Will this degree help, or hinder, me from getting into graduate school? The questions reflect concerns of a fair number of students in, and potential applicants to, the program of individualized study in our College. As well as they know the questions, faculty know, too, how difficult it has been to find honest, yet adequate, answers. Except for anecdotal information passed among us about one or another of our graduates who has made it into graduate school, we have not had factual data on which to draw for satisfactory answers to these questions.

In hopes of bridging that gap, we included questions in our survey of graduates designed to provide the kinds of information we need in order to give validity to the answers students and others seek from us in this matter. If our mission includes, as we profess it does, the encouragement of lifelong learning by our students, it seems incumbent upon us to acknowledge, as well, that graduate education may be a logical extension of their study in our programs. Yet, many of us, aware of the "elitism" of traditional subject matter disciplines, feel wary of assuring our baccalaureate students that graduate schools will be accessible to them, and some of us accept as a responsibility of advising the need to alert our students to graduate school policies and practices in the selective admission of candidates.

Faculty who have struggled with themselves over the dilemma of answering the question may find useful what we learned from our survey of General College baccalaureate degree holders. Of 104 persons (graduates) selected at random for the study, 80 responded (77%). 23 of the 80 respondents (29%) had applied to graduate or professional schools. 12 of the 23 (52%) had applied to only one school; 11 of the 23 (48%) had applied to more than one.

17 of the 80 respondents (21%) had been accepted by graduate or professional schools. 12 had been accepted by one school, and 5 had received two or more acceptances.

3 of the 80 respondents had already completed master's degrees by the time of the survey, and one person whose master's degree was not yet completed wrote, "Would you believe I am toying with U.N.D. about a Ph.D.?"

Of the 23 who applied for admission to graduate or professional schools, 14 were holders of BAS degrees, 9 of BGS degrees. By sex, there were 10 female and 13 male applicants. Altogether, they made a total of 44 applications: 22 were made by BAS holders and 22 by BGS holders.

Of the 22 applications for admission made by BAS degree holders, there were 14 acceptances, seven with conditions attached and seven with no conditions. Of the 22 applications for admission made by BGS degree holders, there were 10 acceptances, all free of conditions. At the time of the survey, one BAS and one BGS holder were still awaiting decisions on two applications each.

How do these figures for General College baccalaureate degree holders compare with what is available for other non-traditional program graduates? Quite favorably. In a study funded by the National Institute of Education and published in April 1978,[7] Sosdian and Sharpe report: "Of the Bachelor's

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[7] Carol P. Sosdian and Laure M. Sharp. *The External Degree as a Credential: Graduates' Experiences in Employment and Further Study*. Washington, D.C.: National Institute of Education, 1978, p. 69. [The authors report these as completed graduate degrees.)

EDP (Extended Degree Program) graduates, 29 percent had gone on to graduate study--a striking proportion." Although the subjects of this study, graduates of external degree programs, are not exactly comparable to our graduates, they are similar to this extent: both are considered products of nontraditional programs. Both, presumably, might have similar experiences in trying to gain acceptance to graduate schools which tend to be oriented to traditional students and programs.

In our survey of graduates, we tried to discover their perceptions of the value of a non-traditional degree as a credential in seeking admission to graduate or professional school. Here is the question we asked, and the distribution of responses we received to the question:

> If you applied to a graduate or professional school, was having a General College baccalaureate degree

	N	%age
very detrimental	0	
somewhat detrimental	0	
neutral	12	55%
somewhat helpful	4	18%
very helpful	6	27%

None found it detrimental. While 55% believed it had a neutral effect, 45% believed the General College baccalaureate degree was either somewhat or very helpful.

We included in the survey another question that approaches the matter of detriment from another perspective:

> Were there any conditions placed on you for admission to a graduate or professional school that you would directly attribute to your having a General College baccalaureate degree?

22 persons responded. The responses and percentages were as follows:

	N	%age
Yes	6	27%
No	15	68%
?	1	5%

All respondents who answered yes are BAS degree holders. The conditions they were asked to satisfy, with but two exceptions, specify needed courses or additional study in particular areas: One "had to make up 46 credits of upper division courses"; one was required to take Philosophy of Education and a statistics course; one needed more mathematics; and one was instructed to take additional courses in human behavior. The two exceptions referred to earlier reported being required to take entrance examinations - one, the G.R.E. and the other, the G.M.A.T.

From this information about imposed conditions, it may be appropriate to infer that BAS programs, centered as they are on occupations, ought to include a sound component of upper division study and also courses basic to the selected graduate discipline or field. The accompanying Table 16 shows detailed information from each of the 23 respondents who had applied to, and been accepted by, graduate or professional schools. In the table, the conditions imposed for acceptance to graduate study may be examined in the context of the students' undergraduate programs.

Information included in the table includes sex, age at the time of the survey, undergraduate degree(s) and year awarded, field or area of concentration, graduate discipline or field, number of applications to graduate schools, number of acceptances, helpfulness or hindrance of the G. C. baccalaureate degree in gaining acceptance to graduate school, and conditions imposed for acceptance.

Using this information, faculty may feel more confident in answering students when they ask about the value of a General College degree as a credential for entering graduate school. They may also find useful what Sosdian and Sharp[8] report about percentages of students from traditional programs who enroll in graduate study:

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[8] Carol P. Sosdian and Laure M. Sharp. Op. cit., p. 71.

While it is not possible to make exact and direct comparisons between these data and available national statistics, certain comparisons are of interest. A recent survey of 'traditional' college graduates (class of '74-'75), mounted in Spring of 1976 showed that . . . 27% were enrolled in graduate study after completing their undergraduate degree. Proportions of men, women, graduates under 30, and graduates over 30 enrolled varied from the overall 27 percent figure only by two percentage points at the most.[9] Consistent with this proportion of traditional graduates enrolled were the two following findings from other research efforts: first, that 'almost one-third (33%) of [college] students initially enrolled in 1968 planned to obtain a master's degree by 1976,'[10] and second, of the entering class of 1969, five years later over one-fifth (22%) were enrolled in graduate or professional school.[11]

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[9] For further information, contact either Westat, Inc., of Rockville, Maryland, or the National Center for Education Statistics (DHEW): Office of Education, Washington, DC 20202.

[10] J. T. Royer and J. A. Creager. A Profile of 1968 College Freshmen in 1972 (Washington, D. C.: American Council on Education, 1976), Introd.

[11] Alexander Astin. Four Critical Years (San Francisco: Jossey-Bass, Inc., 1977), p. 113.

Table 16

23 WHO WERE ACCEPTED FOR GRADUATE STUDY: A PROFILE

	Sex	Age	Degree	Year Rec'd.	Core/Area of Concentration	Field of Graduate Study	Number of Applications	Number of Acceptances	Help/Hindrance GC Degree	Conditions
1.	F	44	BAS	1975	Vocational Horticultural Education	Educ. Administration	2	1	Neutral	No
2.	F	24	BAS	1976	Leisure Services	Leisure Counseling	1	1	Neutral	No
3.	M	25	BGS	1975	Pre-Physical Therapy	Physical Therapy				No
			MA	1976	(Baylor U - Texas)	Physical Therapy	1	1	Neutral	
4.	M	40	BAS	1976	Corrections	Sociology	1	1	Neutral	Yes Take G.R.E.
5.	F	35	AA	1973	(General College)					
			BAS	1975	Counseling Amer. Indian Adolescents	PSS - UM School of Social Work	1	1	Somewhat Helpful	Yes. Had to make up 46 cr. upper-division courses
6.	M	35	BGS	1976	Business	Speech Communication	1	0	Neutral	No
7.	F	54	Nursing Certif.	1946	(Wash. U - St. Louis)					
			BAS	1974	Education		1	2	Neutral	Yes. Phil. of Educ., and Statistics
			Masters	1975	(U of Iowa)	Health Careers				
8.	F	69	RN/CRNA	1934						
			BAS	1975	Dev. of the Certified RN Anaesthetist	UM - School of Public Health	1	1	Very Helpful	No
9.	M	33	BGS	1975	Gen. Business	Business	1	1	Neutral	No

10.	M	49	AA	1973	(Metro State)					
			BAS	1974	HSG/Chem. Dep.	Counseling & Guidance	1	1	Very Helpful	No
11.	F	24	BAS	1975	Legal Asstg. & Administration	Law School	2	1	Somewhat Helpful	No
12.	M	34	AA							
			BGS	?	Cinema Studies	Acting	6	0	Neutral	No
13.	M	42	AA AA AA	1968 1970 1971	(General College) (Normandale) (North Hennepin)					
			BGS	1972	Police-Community Relations	Counseling	1	1	Very Helpful	No
14.	M	38	AA	1970	(General College)					
			BGS	1972	Studies for Business	Law School	1	?	Very Helpful	No
15.	M	31	BAS	1975	Physician's Asst./ Allied Health	Physician's Assistant	1	1	Very Helpful	Degree needed for post-grad work
16.	M	28	AA	1975	(General College)					
			BAS	1977	HSG/Social Gerontology	Gerontology	4	2	Neutral	Yes. Additional courses in human behavior
17.	M	26	BGS	1976	Community Corrections/Counseling	Law School	3	3	Neutral	No

18.	F	33	Diploma-School of Nursing	1966						
			BGS	1976	Administrative Nursing	Public Health or Business (MBA)	2	Waiting	-------	-------
19.	F	41	RN	1960						
			BAS	1976	Counseling/ Community Service	Health Educ. (U. of No. Colorado)	1	1	Very Helpful	No
			Masters	1978						
20.	M	38	AA (General College)	1975						
			BAS	1976	Police/Community Relation	Law School	2	2	Somewhat Helpful	No
21.	F	30	BAS	1977	Legal and Business Admin.	Business Administration	2	0	Neutral	Yes. Need more math
22.	F	22	AA	1975	(North Hennepin)					
			BAS	1976	Business and Photography	Business Administration	2	Waiting	Somewhat Helpful	Yes. Must take GMAT
23.	M	26	AA	1975	(General College)					
			BGS	1976	Practical Applications of Communication Theory	Theology	3	3	Neutral	No

CHAPTER 5

A CREDIT AND GRADE POINT ANALYSIS OF TRANSCRIPTS OF GRADUATES OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS IN THE GENERAL COLLEGE

Prevailing concerns which faculty express about non-traditional programs of study center on academic standards, programmatic substance, and the legitimacy of awarded degrees. Some purists view these programs as second- or third-rate; - inferior choices provided for students who cannot survive in traditional programs where high standards of academic achievement are demanded. Some view them as "the great credit giveaway bonanzas of the 70's." Some are suspect of the validity of degrees awarded for what appears, at times, conglomerate accumulation of unrelated studies, lacking purpose or logic.

Readers of the Chronicle of Higher Education have read such views expressed during the recent decade in reports about non-traditional programs. Viewers of 60 Minutes on CBS Television have watched its impresarios, tarring with a wide brush, "expose" actual and alleged "diploma mills."

Cognizant of skepticism among the academic community, and of the nose for scandal among the press, we have, from the outset, been wary of the very real dangers to which we dare not succumb. From the beginning, faculty of the General College have been concerned with what might be termed program quality control. After our initial guidelines had been in operation for a few years, we recognized the need to define standards and programmatic requirements more carefully in order to stem excesses which the lack of such definition invited.

We recognized the need to set distinct requirements for each degree, the Bachelor of Applied Studies and the Bachelor of General Studies, and to clarify the differences between the two. We recognized the need to correct our drift toward a precipitous involvement in the certifying of expertise which students claimed to have acquired in other settings. We took a major step in the direction of greater quality control when, in 1976, we addressed these needs by codifying our program standards and requirements in General College Baccalaureate Program Guidelines, and mandated that every candidate be provided a copy of the document and apprised of their responsibilities for program development and completion.

As a next step toward imporving program quality control, we needed to collect detailed information about the credit structures of students' programs from which we could then make a systematic analysis of the results of our degree requirements. Such an analysis could guide our development of curriculum, our planning and use of staff and resources, and our prediction of future needs. It could also reveal satisfactory and unsatisfactory patterns and trends that merit attention or require some action or resolution. It could provide the necessary evidence in support of our claims on behalf of the legitimacy of our degrees.

This chapter reports on our collection of that information and on what we discovered about students' progress prior to, and after, admission to our program, and about the kinds and amounts of credit granted by the General College in the awarding of baccalaureate degrees. In compiling information for this report, we used transcripts and other records from our files, as available, for those baccalaureate graduates who had participated in our Survey of Graduates, the subject of Chapter 4 of this monograph. As records of some were more incomplete than those of others, full data were not available to us in making this study. Some of the information we sought was available for all graduates. All of the information we sought was available for some. But for some, especially those whose educational backgrounds were most non-traditional, information was limited.

In designing this study, Dr. Paul Feltovich developed procedures and propared a set of four forms for recording available information: 1) Freshman Admission data; 2) Baccalaureate Programs Admission Data; 3) Credit by Quarter Analysis; and 4) Four-Phase Cumulative Credit Analysis. He instructed research assistants in methods of entering the information from records and transcripts onto the forms, and then supervised the keypunching of data to cards.

DATA

The Freshman Admission Data form included the student's birth year, sex, high school rank, year of high school graduation, quarter and year of freshman admission, amounts and sources of blanket credit granted by the General College upon admission, and scores, as available, on the MSAT, PSAT, ACT, SCAT, and the General College Comprehensive Examination.

The Baccalaureate Programs Admission Data form included quarter and year of the student's admission to and graduation from the program, title of Core Program or Concentration, degrees held and where and when earned, registration, if any, in a General College occupational program, certificates held and where and when earned. In addition, it included the student's scores on the General College Degree Comprehensive Examination, and college of registration during the student's last quarter prior to admission to Baccalaureate Programs, the number of quarters of continuous registration prior to admission, and whether the student was employed in a field related to her/his degree program at the time of application.

The Credit Analysis by Quarter form provided for classification and categorization of credits chronologically from the time of the student's earliest registration until the final quarter of study. We recorded amounts, types, and levels of credit, how the credit was taken - whether A-N or S-N, and noted numeric points and numeric point averages. We tabulated the credits according to point of origin: General College day school, other University of Minnesota day school, General College Continuing Education and Extension (CEE), other University of Minnesota CEE, and outside the University of Minnesota. We analyzed credit by type - vocational-technical, experiential, by examination, by course - and we differentiated among kinds of credits students registered for - individual study, internship, speciality courses, and study in the Core Program or Concentration.

The Cumulative Credit Analysis form was used to organize the data described in the preceding paragraph. The form provided for recording of data into four time periods, as delineated below with abbreviated descriptions shown in brackets:

I from the first quarter of registration through the last quarter prior to exceeding 90 credits, or prior to transfer into the college if the transfer credits were not broken down appropriately 0-90 credits

II from the quarter which exceeds 90 credits, or the quarter of transfer if the transfer credits were not broken down appropriately through the last quarter prior to admission to Baccalaureate Programs over 90 credits but not yet admitted to BP

III from the quarter of admission to Baccalaureate Programs through the last quarter recorded after admission to BP through final quarter

IV from the quarter of 30 credits prior to admission to Baccalaureate Programs through the last quarter prior to admission

OBJECTIVES

In carrying out this study, we hoped to discover patterns and trends, and to discern what, if any, changes were wrought in students' grade performance levels after students' admission to Baccalaureate Programs by comparison with those prior to admission.

We sought answers to several specific quesions. How much vocational-technical and experiential credit and credit by examination do we award, and to what percentages of students? Prior to their admission to Baccalaureate Programs, how much study do students complete in the General College, and how much in other colleges of the University? Does admission to Baccalaureate Programs effect an increase in the number of credits earned in the General College over that earned in other colleges of the University? What portion of study in their Core Program or Area of Concentration do students take in the General College and what portion in other colleges of the University? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degrees? And finally, what changes, if any, occur in students' numeric point averages before and after students' admission to Baccalaureate Programs?

FINDINGS

Vocational-Technical Credit. Of 80 graduates, 22 (27.5%) had been granted a total of 1102 credits, mean of 50, for vocational-technical training. Seven of the 22 (8.8%) were granted a total of 417 credits, mean of 59.57, which had been recorded in the quarter of their transfer to the General College. Fifteen (18.7%) had been granted a total of 685 credits, mean of 45.67, recorded between the quarter of admission to Baccalaureate Programs and the students' last quarter of study.

Experiential Credit. Of 80 graduates, 16 (20%) had been granted a total of 352 experiential credits. Five (6.2%) had been granted a total of 112 credits, mean of 22.40, recorded in the quarter preceding 90 credits but prior to admission to the program. Eleven (13.8%) received a total of 240 credits, mean of 21.82, recorded sometime between the quarter of their admission to Baccalaureate Programs and their final quarter of study.

Credit by Examination. Of 80 graduates, 4 had been granted a total of 27 credits by examination. Of those, 2 (2.5%) received a total of 10 credits, mean of 5, recorded between the time of their first registration and their last quarter prior to exceeding 90 credits. One (1.3%) received 4 credits, recorded between the quarter which exceeds 90 credits and the last quarter prior to the student's admission to the program. One (1.3%) received 13 credits, recorded sometime between the quarter of admission to the program and the student's final quarter of study.

Credit Sources and Trends. How many credits do students earn in the General College prior to their admission to Baccalaureate Programs? How many credits do they earn in other colleges of the University?

Table 1 shows comparative totals of A-N/S-N credit earned in the General College day school, in other University of Minnesota day school, in General College Continuing Education and Extension (CEE), and in other University of Minnesota CEE, both before and after students' admission to Baccalaureate Programs.

Prior to Admission: GC Day and GC CEE. From the records available for graduates who participated in our survey, we recorded a combined total of 1897 A-N/S-N credits completed in the General College day school, and 388 in GC CEE for the period from the quarter that exceeds 90 credits through the last quarter prior to students' admission to Baccalaureate Programs.

TABLE 1

AMOUNTS AND SOURCES OF CREDITS TAKEN BY STUDENTS BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

		GC Day				Other UM Day			
		N	%age	Total Credit	Mean	N	%age	Total Credit	Mean
Before BP Admission									
II*	A-N Total	46	57.5	1780	38.70	32	40.0	473	14.78
	S-N Total	14	17.5	117	8.36	10	12.5	65	6.50
				1897				538	
After BP Admission									
III*	A-N Total	59	73.8	2426	41.12	41	51.3	537	13.10
	S-N Total	31	38.8	300	9.68	10	12.5	49	4.90
				2726				586	

		GC CEE				Other UM CEE			
		N	%age	Total Credit	Mean	N	%age	Total Credit	Mean
Before BP Admission									
II*	A-N Total	17	21.3	368	21.65	25	31.2	359	14.36
	S-N Total	5	6.2	20	4.00	5	6.2	34	6.80
				388				393	
After BP Admission									
III*	A-N Total	29	36.2	529	18.24	20	25.0	175	8.75
	S-N Total	12	15.0	97	8.08	8	10.0	43	5.38
				626				218	

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*See legend under DATA, p. 92.

After Admission: GC Day and GC CEE. Following students' admission to the program, the combined total of A-N/S-N credit earned in the General College day school rose by 30% to 2726. In General College CEE, the combined total rose by 38% to 626.

Prior to Admission: Other UM Day and Other UM CEE. By comparison, our data revealed a combined total of 538 A-N/S-N credits completed in other University of Minnesota day school prior to students' admission to the General College Baccalaureate Program. We recorded a combined total of 393 credits taken by students in other University of Minnesota CEE.

After Admission: Other UM Day and Other UM CEE. Following students' admission to our program, the combined total of A-N/S-N credits earned in other University of Minnesota day school rose about 8% to 586. In other University of Minnesota CEE, however, the combined total of credits declined by 44% to 218.

Students' admission to Baccalaureate Programs appears to have a marked effect on increasing the numbers of credits earned by students in the General College, either through day school (+ 30%) or through GC CEE (+ 38%).

It is accompanied by a slight rise in the number of credits earned in other University of Minnesota day school (+ 8%) and seems to effect a considerably large decline (- 44%) in the number of credits earned in other University of Minnesota CEE.

Credit Patterns. What portion of study in their Core Program or Area of Concentration do students take in the General College and what portion in other colleges and departments of the University? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degrees?

Core Program and Area of Concentration Credits. Table 2 shows patterns of credits earned in the Core Program or Area of Concentration, before and after students' admission to Baccalaureate Programs. Prior to admission, students took almost as many of these credits outside the college as in: 892 in other University of Minnesota departments and colleges to 904 in the General College.

Following students' admission to the program, however, the figures shift noticeably. Of 941 recorded credits, 72% or a combined total of 679 A-N/S-N credits were earned in the General College. Twenty-eight percent or a combined total of 262 A-N/S-N credits were earned in other University of Minnesota departments and colleges.

GC xxx7 - Field Experience, Practicum, and Internship Credit. A number of courses offered by the General College combine classroom study with outside field experience. Several of those courses are designated by numbers which end with the digit 7. For convenience in reporting data about field experience, I refer to it throughout this report as internship.

Table 3 shows a recorded grand total of 742 internship credits for subjects of our survey. Of that number, 410 were completed before students' admission to Baccalaureate Programs; 332 were completed after admission. The percentage of students who took internship credits after their admission by comparison to the percentage of those who took such study before admission increased markedly. Internship taken early in students' progress toward degree tended to be for fairly large modules of credit (mean: A-N 13.33; S-N 27.50). Taken after admission to the program, internship projects tended to be for more moderate modules of credit (mean: A-N 11.13; S-N 9.29).

TABLE 2

CREDITS TAKEN BY STUDENTS IN CORE PROGRAM AND AREA OF CONCENTRATION BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

		GC Day				Other UM Day			
		N	%age	Total Credit	Mean	N	%age	Total Credit	Mean
Before BP Admission									
I*	Core Program/ Concentration A-N	18	22.5	297	16.50	25	31.2	532	21.28
	Core Program/ Concentration S-N	3	3.8	36	12.00	3	3.8	36	12.00
				333				568	
II*	Core Program/ Concentration A-N	28	35.0	529	18.89	22	27.5	288	13.09
	Core Program/ Concentration S-N	7	8.8	42	6.00	6	7.5	36	6.00
				571				324	
After BP Admission									
III*	Core Program/ Concentration A-N	30	37.5	606	20.20	22	27.5	245	11.14
	Core Program/ Concentration S-N	10	12.5	73	7.30	5	6.2	17	3.40
				679				262	

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*See legend under DATA, p. 92.

TABLE 3

INTERNSHIP CREDIT EARNED BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

		N	%age	Total Credit	Mean
Before BP Admission					
I*	GC xxx7 A-N cr	9	11.2	120	13.33
	GC xxx7 S-N cr	8	10.0	220	27.50
				340	
II*	GC xxx7 A-N cr	8	10.0	54	6.75
	GC xxx7 S-N cr	3	3.8	16	5.33
				70	
After BP Admission					
III*	GC xxx7 A-N cr	24	30.0	267	11.13
	GC xxx7 S-N cr	7	8.8	65	9.29
				332	

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*See legend under DATA, p. 3.

GC xxx9 - Individual Study Credit. General College students, especially those enrolled in individualized baccalaureate degree programs, are encouraged by the faculty to attempt individual study at some point of their education. Course numbers ending with the digit 9 provide for registration of such projects.

Table 4 shows a recorded total of 703 individual study credits for subjects of our survey. Of that total, 452 were completed before students' admission to Baccalaureate Programs; 251 credits were completed after admission. Although a much larger percentage of students took individual study after admission to the program than did before admission, the mean number of credits for projects is considerably reduced from those of projects taken early in students' progress toward degree. Individual study taken early tended to be for quite large modules of credit (mean: A-N 36.78; S-N 35.0). Taken after admission to the program, individual study projects tended to be much smaller (mean: S-N 7.04; S-N 8.09).

Specialty Course credit. The General College offers training to students in a variety of occupational programs which consist of general education courses and certain required specialization courses. Those specialized courses provide training in the particular occupational area and serve, usually, as the basis for certification in the field. I refer to such courses throughout this report as specialty courses.

Table 5 shows the pattern of specialty study among the subjects of our research. We recorded a grand total of 526 specialty credits of which 197 were completed before admission to Baccalaureate Programs, and 329 were completed after admission. The data in Table 5 indicate that most specialty study is undertaken somewhere between the time students exceed 90 credits of academic work and their last quarter in the program. After admission to Baccalaureate Programs, 22 of our subjects (27.5%) had taken a total of 270 specialty credits, A-N, for a mean of 12.27. Nine (11.2%) had taken a total of 59 credits, S-N, for a mean of 6.56.

TABLE 4

INDIVIDUAL STUDY CREDIT EARNED BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

		N	%age	Total Credit	Mean
Before BP Admission					
I*	GC xxx9 A-N cr	9	11.2	331	36.78
	GC xxx9 S-N cr	2	2.5	70	35.00
				401	
II*	GC xxx9 A-N cr	6	7.5	51	8.50
	GC xxx9 S-N cr	--	----	---	-----
After BP Admission					
III*	GC xxx9 A-N cr	23	28.8	162	7.04
	GC xxx9 S-N cr	11	13.8	89	8.09
				251	

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*See legend under *DATA*, p. 3.

TABLE 5

SPECIALTY CREDIT EARNED BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

		N	%age	Total Credit	Mean
Before BP Admission					
I*	Specialty A-N	5	6.2	53	10.60
	Specialty S-N	2	2.5	15	7.50
				68	
II*	Specialty A-N	16	20.0	114	7.13
	Specialty S-N	2	2.5	15	7.50
				129	
After BP Admission					
III*	Specialty A-N	22	27.5	270	12.27
	Specialty S-N	9	11.2	59	6.56
				329	

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*See legend under *DATA*, p. 3.

Grade and Numeric Point Averages. How well do students achieve in their academic work before and after they have been admitted to the General College Baccalaureate Program? The standard for admission is a C (6) average. The subjects of our survey, as may be seen in Table 6, exceeded that standard both before and after admission to the program. Numeric and grade point averages are reported in Table 6 for credits earned in the General College day school, other University of Minnesota day school, General College CEE, and other University of Minnesota CEE. Averages for credits earned through CEE, whether GC CEE or other UM CEE, remain notably stable. They show virtually little change from the period of 0-90 credits through the last recorded quarter of study.

The greatest change occurs in numeric point averages of credits earned through the General College day school. For the period of 0-90 credits, 42 (52.5%) of our subjects had a mean numeric point average of 7.72. For the period after admission to Baccalaureate Programs through their last quarter of recorded study, 59 (73.8%) of our subjects had a mean numeric point average of 9.20 a rise of 1.48 points.

Grade point averages of credits earned through other University of Minnesota day school show a rise of 0.60 points over the same period, from a mean grade point average of 2.27 for 39 (48.7%) to a mean grade point average of 2.87 for 41 (51.3%).

The standard for graduation from Baccalaureate Programs is a C+ average, in numeric points C (7). Final mean of numeric and grade point averages shown in Table 6 - 9.20, 2.87, 8.61, and 2.82 - indicates that subjects of this study exceeded the graduation standard.

TABLE 6

GRADE AND NUMERIC POINT AVERAGES OF CREDITS EARNED BEFORE AND AFTER ADMISSION TO BACCALAUREATE PROGRAMS

	GC Day			Other UM Day			GC CEE			Other UM CEE		
	N	%age	Mean	N	%age	Mean	N	%age	Mean	N	%age	Mean
Before BP Admission												
I* Numeric point average	42	52.5	7.72				11	13.8	8.53			
Grade point average				39	48.7	2.27				22.	27.5	2.73
II* Numeric point average	46	57.5	8.61				17	21.3	8.71			
Grade point average				32	40.0	2.53				25	31.2	2.67
After BP Admission												
III* Numeric point average	59	73.8	9.20				29	36.2	8.61			
Grade point average				41	51.3	2.87				20	25.0	2.82

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*See legend under DATA, p. 3.

SUMMARY

Slightly more than a fourth of the Baccalaureate Program graduates in this survey had been granted vocational-technical credit. A fifth of the graduates had received experiential credit. Only 5% had received credits by examination. Admission to Baccalaureate Programs effected a marked increase in the number of credits earned through the General College day school and GC CEE, a considerable decrease in the number of credits earned through other University of Minnesota CEE, and a very slight increase in the number earned through other University of Minnesota day school.

Before admission to the program, students took about 50% of credits in what would ultimately be their Core Program or Area of Concentration within the General College and 50% in other University of Minnesota departments. After admission, the proportions shifted to 75%-25%.

The percentages of students who took internship, individual study, and specialty course credit increased markedly after students' admission to the program.

Grade and numeric point averages of credits earned through CEE, whether GC CEE or other UM CEE, show almost no change throughout the entire period from the earliest registration to the final recorded study. Change does occur in the averages of credits earned through the General College and other University of Minnesota day school. Grade and numeric point averages of credits earned by subjects of this survey exceeded the standards set by the General College faculty for admission to and graduation from Baccalaureate Programs.

CHAPTER 6

CONCLUSION

One primary question in conducting this study was, "is there faculty support for individualized baccalaureate degree programs in the General College?" The success of individualized degree programs rests on administrative support and decisiveness and on widespread faculty involvement. Lacking that support and involvement, such programs suffer the inevitable consequences of irresolution and indifference. They languish and eventually fail. Detractors of our program had created the appearance of a ground swell of negative opinion. In order to determine where the faculty stood vis-à-vis the program, and whether it should, and could, be continued, we began our investigation with a self-study.

Results of that study established that the faculty support the program. They believe the need exists for such a program at the University of Minnesota, and satisfying that need is a legitimate part of the mission of the General College. They registered confidence in the quality of student-planned programs, but less confidence in students' abilities in performing or demonstrating such particular skills as integral to the program as writing, communicating orally, and applying classroom experience to real-world problems.

Most agree that the program has been beneficial for the College and for them as individuals inasmuch as it provides expanded opportunities for professional growth and satisfaction by attracting new and diverse population of students, by moving out beyond the confines of the traditional classroom, by entering upon new endeavors and explorations, and by opening the curriculum to upper-division study.

While most rated our upper-division courses as only adequate, and upper-division course offerings as unevenly sufficient, they expressed interest in working on curriculum improvement and development. Faculty with eight or fewer years of experience in the College, particularly, expressed the greatest interest. Areas cited as most in need of further development included humanities, communication systems, and interdisciplinary studies.

While they seem to derive intrinsic rewards from their involvement, faculty are strongly agreed about the insufficiency of extrinsic rewards for their work in the program. Those who perceive the program of the most importance to their professional satisfaction, faculty with 6 - 8 years of experience in the General College, believe their recognition and compensation are not commensurate with their investment. Recognition and compensation by the College for work in the program seem most nearly sufficient to those faculty with 9 or more years' experience.

Most believe continued efforts should be made to refine the program and to provide in-service training concerning its various aspects.

Not until our program was underway did we fully realize that individualized study requires a different kind and quality of advising. Faculty of the General College had been, up to that time, advisers to students in our two-year Associate in Arts porgram. When the College added upper-division study, no one gave us advance warning of adaptations we would need to make in our advising patterns. We had not anticipated the large influx of older students who entered the program, but whose place of registration was in Continuing Education and Extension. We soom learned that our failure to prepare for those students had placed an almost intolerable burden on faculty who, at the same time, were responsible for teaching in day school as well in our expanding evening school, for developing upper-division courses, and for reviewing students' portfolios for admission and graduation. Faculty appealed for recognition by the administration, not just of the increased numbers of advisees, but also of the increased time those in individualized programs required.

Our research revealed that General College faculty members spent an average of 55.9 hours each in advising work during Winter 1978. 76.2% of the time was given to General College day school students, while 23.8% was given to non-day school students. Of the full student body (day school, CEE, and others), baccalaureate program students comprised 7.9% of the total population and received 16.6% of advising time. Of 332 total baccalaureate program students, 66.3% (220) were day school registrants, while 33.7% (112) enrolled through CEE in Winter 1978. Of all advising time spent on baccalaureate program activity, 34.8% was devoted to the 33.7% of the group who enrolled through CEE. 63.6% of the time was devoted to the 66.3% of day school registrants.

Results of our investigation show that in the General College, the proportion of faculty advising time required for individualized baccalaureate degree programs was double that for conventional lower-division programs. In addition, more than a third of all time faculty spent in advising was given to students registered in evening programs through Continuing Education and Extension and is, therefore, over and above the regular assigned day school advising load.

Who are non-traditional students? Average age of the 80 graduates of the General College baccalaureate program who participated in our study was 33.31 years. Of the 80, there were 50 men, 29 women, and 1 unidentified by sex. 90% were high school graduates. 2/3 of the total group held A.A. degrees, and 8 out of 10 of those had been earned in the General College. Seventy of the eighty graduates had not applied to other baccalaureate programs. Approximately 2/3 of the graduates had earned the Bachelor of Applied Studies degree, and approximately 1/3, the Bachelor of General Stuides. Mean age for males at completion of degree was 29; for females, 32.

What goals do they seek in electing individualized study? For 51%, the primary goal was job- or career-related. For 48%, the primary goal was personal development. For 64%, the secondary goal was personal development. For 36%, the secondary goal was job- or career-related. Job- or career-related goals seemed predominantly related to career entry and development. More males (56%) than females (44%) reported their primary goal as job- or career-related. More females (55%) than males (46%) reported personal development as their primary goal.

How well did the program serve them in meeting their goals? 80% reported being either greatly or very greatly satisfied that their primary goal had been met. 64% reported being either greatly or very greatly satisfied that their secondary goal had been met. Women were somewhat less satisfied than men about attainment of their secondary goals. When asked to rate the educational plans they had designed for themselves, 59% rated them either better than adequate or excellent, 29% adequate, and 11% either less than adequate or inadequate. Overall, men gave higher ratings to the adequacy of their programs than women did. When asked what choice they would make if they were given the chance "to do it over again," 62% said they would again choose the baccalaureate program in the General College, 13% would choose a non-traditional program elsewhere, and 21% would prefer a traditional program at some other college.

How are non-traditional baccalaureate degrees from the General College valued in the world of work? For most of those who took part in our survey, graduation marked the increase, rather than the commencement, of employment. 76 of the 80 had worked more than 50% of time during their last two years of baccalaureate study. By their last year of study, many of them - 68% of the men and 72% of the women - already held jobs in the fields of their choice. Certification from occupational programs in the General College and elsewhere helped to provide some of them job entry into their preferred fields. Those who remained with the same employer as when they were students reported that, as a consequence of completing their degree 17 received more money, 17 were promoted, 15 were given more responsibility, 6 were able to keep a job already held, and 3 were given different but not greater responsibilities. Those who changed employers after completing their degrees reported that 9 received more money, 7 were given more responsibility, and 5 were given different but not greater responsibilities.

The factor that graduates ranked most helpful to them in getting their first job after completing their studies, and their current job, was simply having a baccalaureate degree. As next most helpful, they ranked the effectiveness of their education in preparing them for the responsibilities of the job. They ranked as least helpful the training they had received in their focal area of study.

Is a baccalaureate degree from the General College a help or a hindrance for gaining admission to graduate school? 23 of the 80 persons who took part in our survey (29%) had applied to graduate or professional schools, and 17 of them (21%) had been accepted. 3 of the 80 had already completed master's degrees by the time of our survey. Of the 23 applicants for admission to graduate schools, 14 were holders of BAS degrees, 9 of BGS degrees. Altogether, they made a total of 44 applications: 2 by the BAS degree holders, and 22 by the BGS degree holders. Of the 22 applications made by BAS degree holders, there were 14 acceptances, seven with conditions attached and seven with no conditions. Of the 22 applications made by BGS degree holders, there were 10 acceptances, all free of conditions. None of the graduates perceived their General College baccalaureate degree to be detrimental in their quest for admission to graduate or professional school, 55% perceived it as neither detrimental nor helpful, and 45% reported it was either somewhat or very helpful to them.

Critics often characterize non-traditional degree programs as "credit giveaways" from which graduates emerge with substandard learning. Our credit and grade point analysis of the records of baccalaureate graduates in our survey revealed no abuses in the awarding of "blanket credit." Of 80 graduates, 22 (27.5%) had been granted credit - a mean of 50 each - for vocational-technical training. 16 of the 80 (20%) had been granted experiential credit for a mean total of less than 22 credits each. The amount of credit "by exam" awarded was negligible.

Admission to the General College baccalaureate program effected a marked increase in the number of credits students earned through the General College day school and CEE offerings, a considerable decrease in the number of credits earned through other University of Minnesota CEE, and a very slight increase in the number earned through other University of Minnesota day school. Our survey revealed that before admission to the program, students took about 50% of credits in what would ultimately be their Core Program or Area of Concentration within the General College and 50% in other University of Minnesota departments. After admission, the proportions shifted to 75%-25%. Percentages of students who took internship, individual study, and specialty course credit increased markedly after students' admission to the program. These credits, earned within the purview of the General College, are the basis for the award of baccalaureate degrees. And, finally, with regard to quality, grade and numeric point averages of credits earned by subjects of our survey exceeded the standards set by the General College faculty for admission to, or graduation from, Baccalaureate Programs.

This research project has provided us needed information about our program, its effect on our faculty and College, and its effectiveness for those it serves. Its findings have guided needed changes in orientation, advising, and administrative aspects of the program. Still other facets of the program need to be studied and reported. One such study is already in process. We hope its results will be ready for publication in the near future.